LIVE LANGUAGE LESSONS

HOWARD R. DRIGGS

SECOND BOOK

THE UNIVERSITY PUBLISHING COMPANY

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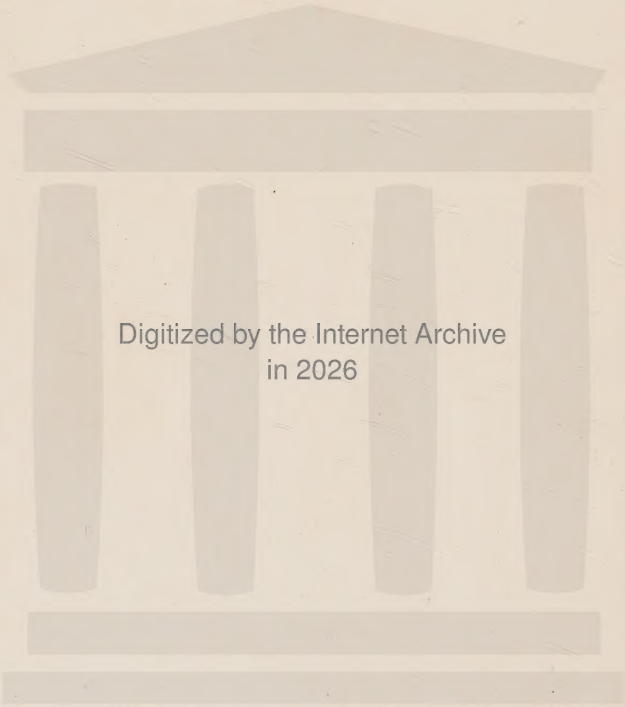
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LIVE LANGUAGE LESSONS

SECOND BOOK

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PREFACE

Children enjoy language lessons closely related to real life. These lessons are presented to develop in pupils ability to speak and to write effectively.

To this end they offer:

1. Opportunity for the child to express himself on important subjects close to the interests of his everyday life.

2. A well-organized series of constructive exercises to enrich his vocabulary and to train him in those habits which make for skill in speech and writing.

3. Well-graded corrective drills on commonly misused oral and written forms.

These books are the result of schoolroom practice. Every lesson has been developed in actual teaching both by the author and by teachers under his supervision. The lessons come as the result of experiment under conditions varying from the ungraded rural school to the most advanced graded schools. To provide for these varying conditions with a language series that is rich in content, well-organized, definite, yet flexible, and at the same time practical and teachable, has been the great problem.

The books are to some extent a composite of the best thought of teachers in many states. To all who have inspired, encouraged, and assisted him, the author desires to express his gratitude.

The following are especially to be mentioned: Dr. William M. Stewart, late Dean of the Utah School of Education; Professors George M. Marshall and F. W. Reynolds of the English Department of the University of Utah; A. C. Nelson, State Superintendent of Public Instruction of Utah; D. H. Christensen, Superintendent of Schools of Salt Lake City; J. E. McKnight and the teachers and supervisors of the Utah Normal Training School; J. W. Searson, Professor of the English Language, Kansas State Agricultural College; and A. H. Waterhouse, Superintendent of Schools, Fremont, Nebraska.

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HOWARD R. DRIGGS.

FOR TEACHERS TO REMEMBER

These are the principal features that mark Live Language Lessons, and should be kept in mind by teachers:

1. Constructive and creative work is made the basis of the course.

2. All composition work is made real, is given motive, is socialized.

3. All grammar exercises are functioned, vitalized by practical application.

4. Language is made the center of the curriculum — the expression side of all the subjects. It is closely correlated with them.

5. A constant effort is made to create in the pupil the spirit of authorship.

6. A definite working program is outlined for each pupil in the class. Composition work, to be vital, must be individual.

7. A series of definite exercises is given to build up the working, the live vocabulary.

8. Formal exercises and corrective drills are closely blended with the constructive work.

9. Oral work is strongly emphasized; the path to the written work leads always through oral expression.

10. The organization of all formal and corrective

exercises is closely knit and reinforced by a systematic series of reviews.

11. A rich and varied selection of literature is used, both as a stimulus to expression and as a standard to which the child may aspire.

12. An important series of lessons is given on the industrial activities under the general headings, Home Helpers, The World's Workers, Stories of Industry, and others.

13. Another important series of chapters consists of those which call for expression of patriotism and good citizenship.

14. Recreation is not forgotten. Under the strong motive of creating entertainment for himself, the child is given much excellent practice in self-expression.

15. The content of the lessons is intended to be rich and inviting. Within the books the child should love to linger, and from the stories, poems, and other selections he should absorb much language power.

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PART ONE

THE WORLD'S WORKERS

All wide-awake boys and girls like work. Next to play, it is the most interesting thing in the world. Sometimes, indeed, work seems even more attractive than play. Have you never ceased your play to watch things being done — to see the mason lay a wall, the carpenter cut and smooth his boards, or the blacksmith hammer and shape his glowing iron? Indeed you have. We are all like the children whom Longfellow describes in his poem, *The Village Blacksmith;* we, too,

> "Love to see the flaming forge
> And hear the bellows roar,
> And watch the burning sparks that fly
> Like chaff from the threshing-floor."

1

THE BLACKSMITH'S WORK

1. What picture does the quotation just given suggest to you?

2. Tell how the blacksmith shoes a horse, how he welds iron, how he sets a tire; or describe any other interesting work you have watched him do.

3. Give each step of the work in order; as, cleaning and shaping the hoof, fitting the shoe, setting the shoe.

PHOTOGRAPH BY HALL

THE BLACKSMITH AT WORK

2

MAKING WORD PICTURES

Choose from the list that follows, the right word to fill the blanks in this sketch:

The blacksmith shop usually stands by the roadside. It is commonly built of —— or ——. The walls are —— with smoke. The yard is generally —— with ——, old —— and —— of various kinds to be mended.

Through the —— open door, one can see the smith at work. He may be at the —— forge working the ——; or at the anvil, —— the —— iron; or he may have the —— of a horse in his lap —— a shoe.

The smith is a —— man. His face is —— with ——; but it is not ——. He wears a —— apron, usually without ——, and wears his —— shirt with the sleeves —— above the elbow.

"Cling! Clang!" goes his —— anvil,
"Clang! Cling!" while the bellows ——;
"Cling! ——!" hear the —— hammer,
"Strike! ——!" while the iron ——.

clang	glowing	hammering	begrimed
lumber	flaming	blazing	soot
strike	blackened	scrap-iron	tough
brick	scattered	tucked in	ringing
wide	sounding	machinery	sturdy
hoof	swarthy	unpleasant	heavy
strong	rolled	unkindly	stout
leathern	bellows	strewn	flannel
dingy	glows	setting	steel

3

POET PICTURES OF THE BLACKSMITH

I

Try without help to complete this picture of the Village Blacksmith. Your teacher will then give the stanza as the poet Longfellow wrote it:

The smith, a —— man is he,
With —— and —— hands,
And the muscles of his——arms,
Are —— as iron bands.

II

Find in the list that follows the right words to complete this stanza from Whittier's "Shipbuilders":

Hark! —— the bellows —— on blast
The —— smithy jars
And fire sparks, —— far and fast,
Are —— with the stars.
All day for us the smith shall stand,
Beside that —— forge.
All day for us his —— hand
The —— anvil scourge.

blast	flashing	heavy	fading
rising	roars	sooty	groaning

In *Tubal Cain*, a poem by Charles Mackay, the smith is also pictured. Find and read the poem. It may be found in *Studies in Reading*, by Searson and Martin, and in other books.

4

THE STORY OF A BOY BLACKSMITH

LUKE VARNUM

This story is of a boy who loved to watch the village blacksmith. He was not an idle looker-on, however. Luke would have been only too happy to do blacksmithing or any other kind of work. But the poor boy couldn't do very much, for he was lame. That was why he didn't march off to the war with the blacksmith and the other patriot boys of the village when they went to help fight for our freedom during the Revolutionary War. It fretted Luke sorely to have to stay at home and to feel that he was of so little use in the world.

One day, however, his chance came to serve his country well. Some American soldiers were passing through the village. Their commander's horse was limping badly. He had lost a shoe.

"Can you tell us where we can find a blacksmith?" one of them asked of Luke.

"He has gone to the war," replied the boy.

"Is there anyone here can set a shoe?" came the next question.

"There is no one here except me," said the lame lad. "I have never done it, but I have watched Jonas, our smith, do it often, and I'll try, if you wish it."

Luke soon had the fire going in the old forge. He found a few nails which Jonas had left, and hammered out two others. Then he pared the hoof and fitted and set the shoe, using first, for pride's sake, the two nails he had made himself.

"There!" he said, "it isn't done very well, but I've done my best, and I think it will stay on all right."

"It will help my horse to make the journey," said the rider, as he mounted to ride away; "without it he would have been useless."

Luke would take no pay for his work; he was only too happy to have done something for his country's sake.

Imagine his joy when the news came of the victory the Americans won the next day at Bennington, and with it came the story of how Colonel Warner, whose horse Luke had shod, had arrived on the battlefield with his regiment just in time to save the day for the American army.— — *Adapted from a story by Elihu Burritt.*

1. Why do horses without shoes sometimes become lame?
2. How did the blacksmith of earlier days get his horseshoes and nails? How are horseshoes and nails made to-day?
3. Why were the Americans fighting during the Revolution?
4. What is the meaning of "commander," "regiment," "patriot"?
5. How did Luke show that he was a patriotic boy?
6. In what way can every boy and girl serve his country without fighting for it?

5

STORIES TO TELL

Plan to have a patriotic story hour. Find one of the following stories or some other good story about patriotic boys and girls, and be prepared to tell it to your classmates:

1. Hetty Marvin, the Truth Teller — Live Language, First Book.

2. Elizabeth Zane Brings the Powder — Pioneer Tales, D. C. Heath and Company.

3. General Gage and the Boston Boys — Hawthorne.

6

PARAGRAPHS

In telling stories or in making descriptions, it is best to deal with one point at a time. This makes it easier for your hearer or reader to follow you.

Observe, for example, how the description of the smithy is given in several parts: First, **The Shop Itself;** Second, **The Smith at Work;** Third, **The Smith's Appearance.**

Each of these parts is called a *paragraph.*

A paragraph is a group of related sentences dealing with one topic.

How can one tell where the new paragraph begins?

The space left by setting in the first word of each paragraph is called an **indentation.**

How many **indentations** are in the story of "Luke Varnum"?

Be careful hereafter to indent your paragraphs correctly.

1. Which occupation do you wish to follow? Why?

2. Write the names of twenty different occupations you know best. Watch carefully your spelling of them.

3. Prepare to tell your classmates about some interesting work you have seen done; as,—

Making hay	Mending shoes	Nursing the sick
Building houses	Laying concrete	Threshing grain
Herding sheep	Fighting fire	Making brick

Choose some kind of work you know well and describe it clearly.

PLANNING THE TALKS

In making word pictures it is well to take up one part at a time. Plan your talks in paragraphs, making an outline as follows:

1. **Making Hay**

(a) **Cutting and Curing:** Tell in this paragraph how the hay is cut; how it is raked; why it is necessary to "make hay while the sun shines."

(b) **Hauling the Hay:** In this paragraph tell of loading, hauling, and stacking the hay. You may wish to speak also of riding home on the load and "tip-overs" that sometimes occur.

(c) **Baling the Hay:** Tell here of the baling process.

Complete one of these outlines, or choose another subject and make a plan of your own.

2. **Fighting Fire**
   The alarm; through the streets; battling the flames.
3. **Picking Fruit**
   In the orchard; packing the fruit; on the market.
4. **Raising Corn**
   Planting time; cultivating; husking the corn.
5. **Laying Concrete**
   Making the forms; mixing the concrete; laying it.
6. **Making Lumber**
   Felling the trees; hauling to mill; sawing the lumber.

7

A PLAY FOR YOUNG WORKERS

Labor Day is usually celebrated before school begins; but you will enjoy preparing a program of your own in honor of the world's workers. Think of some plan and work it out. The following suggestions are given to help you:

Let each pupil choose to represent some worker.

Write a paragraph telling something interesting about the worker. The following will suggest one way to build such a paragraph:

My work is fighting fire. I am a "minute man," always ready to leap on my engine, or the hose-cart, and dash away to check the angry flames when the fire-alarm calls. "Clangety-clang, clang!" goes our warning bell as we speed along the street. The people, and the automobiles and the cars and teams all clear the track for us. Our work is exciting, and often it is dangerous; but I like it.

Use, if you wish, any of the following as a beginning for your paragraph, or make one of your own:

1. I am a merry farmer boy.
2. Round and round goes my old mill wheel.
3. My engine puffs and whistles along the shining track.
4. I bake the bread and make the pies.
5. I gently work among the sick.
6. My singing plane makes music.
7. Over the rolling waves I go.
8. I gallop across the prairies.
9. My work is building homes for you.
10. I carry the mail from door to door.

When your program is ready present it before your parents or before a class in another room.

8

SONGS OF THE WORKERS

Have you listened to the music of the hammer, the saw, the ax, or other tools? What does each of the tools seem to sing to you?

Some workers catch the music of their tools and sing while they work. To be busy at work one **enjoys,** makes one **happy.** Music makes work go more smoothly at any time.

Think of the music of any kind of work you know and try to find words to suggest it; as,

"Tap, tap, tap," goes the cobbler's hammer.
"——, ——" is the song of the saw.

Choose some worker you would like to picture in a little poem and make some verses about him or his work; as,

List to the tune of my hammer,
"Rap-a-tap-tap-a-tap-too,"
See me shape the soft leather;
Every foot must have a shoe.

Use if you wish any of these beginnings for your little poem:

1. "Cling, clang!" goes our anvil chorus.
2. "Chip, chop!" our axes bite.
3. "Click, click!" goes our miner picks.
4. "Over the foaming waves we go."
5. "Toot, toot!" comes my whistling engine.

When your verses are ready, make a little book of them. Give the book title like *Songs of the Workers.* If you wish you may illustrate your poems with pictures.

9

BOY AND GIRL WORKERS

EARNING MONEY

Read this story and study the questions that follow it:

A DOUBLE SURPRISE

When I was about ten years old, my father and a Mr. Hawley kept store in a country town.

One night their hired man neglected to take care of the work horses. I happened to be playing about the stable, and seeing the tired animals with nothing to eat, I gave them a surprise by doubling their feed of grain. Then I began to stuff their manger full of hay. As I was working, in came Mr. Hawley.

"Who told you to feed this team?" he asked.

"No one," I replied; "but they didn't have anything to eat."

He used some harsh words about the hired man; but he said to me: "You are a good, thoughtful boy; here, take this." To my surprise he handed me a shining silver quarter.

"Oh, thank you," I said; "but I didn't do it for pay."

"Never mind," he returned; "you deserve it."

I ran home, a very happy boy, with the first money I had ever earned.

1. Tell the story of the first money you ever earned. When was it? What work did you do? How much did you get? What else do you remember about the money? What did you do with it?

2. In what good ways can boys and girls earn money in the city? In the country?

3. What have you ever bought that gave you most pleasure?

4. Why should each one save, if he can, part of the money that comes to him as pay or as a gift?

5. How can boys and girls best help their parents to save money?

10

WORK FOR BOYS AND GIRLS

1. What kind of work do you like best to do?

2. Think of the following occupations that boys and girls often fill. Which one would you prefer? Why? Choose one of these kinds of work and write a paragraph telling about the work. Be ready to read your paragraph to the class:

1. Newsboy	5. Delivery Boy	9. Nurse Girl
2. Bootblack	6. Farm Boy	10. Berry Picker
3. Messenger	7. Farm Girl	11. Herdboy
4. Office Boy	8. Chore Boy	12. Clerk

13. House Maid 14. School Boys and Girls

Begin your paragraphs in some such way as follows:

1. The herdboy must be up in the morning.
2. The kind of work on the farm I like best is ——.
3. "Morning paper," calls the newsboy.
4. The nurse girl must be patient and faithful.

11

HOME HELPERS

I

PREPARING A DINNER

Suppose we are to prepare a dinner. What shall we have? Every pupil is to do something. Your teacher may write on slips of paper all the following,

or other little dinner duties; then each pupil may draw a slip of paper showing his part. When you find what your part is, tell your classmates just what you are to do and how you are going to do it.

Here are some of the things to be attended to:

1. Keep your stove clean and tidy.
2. Get the wood or coal and kindle the fire.
3. Arrange your utensils so as to save time.
4. Dress properly for cooking.
5. Get and prepare potatoes.
6. Get and prepare peas, beans, lettuce, radishes, or other vegetables.
7. Catch, kill, and clean a chicken.
8. Make some baking-powder biscuits.
9. Mix and bake a loaf of bread.
10. Make a custard.
11. Make a cake.
12. Get some fruit; as, strawberries, apples, bananas. Prepare the fruit for serving.
13. Or use canned fruit. Tell how it was prepared.
14. Cook a chicken.
15. Make a gravy for the potatoes.
16. Make a pie of some kind; as, apple, cherry, pumpkin.

II

SERVING THE DINNER

17. Prepare the dining-room. What effect on the meal has a clean dining-room?
18. Set the table properly — cloth, knives, forks, etc.
19. Decorate the table. What simple decorations may

be had? Why should the table have a touch of decoration?

20. Serve the meal. How can food be kept warm and savory?

21. What table manners would you insist on?

22. What can be done to make the mealtime peaceful and happy?

23. Clear the table; put the food away from heat and dust and flies.

24. Wash the dishes: sorting; washing the cleanest first; rinsing.

25. Care for the dish pans and the cloths.

26. Arrange the dishes in the cupboard or the sideboard.

You may think of other dinner duties. If you are given a part that you hardly know how to prepare, your teacher will give you a chance to learn about that part before you attempt to describe it.

SUGGESTIVE BEGINNINGS

Begin your dinner talks somewhat as follows; or choose other ways of beginning and making your talks clear and bright:

1. To keep a stove clean and tidy, first take good care of the ashes. This may be done by ————.

2. Good kindling means a quick fire. A wise boy will have his kindling ready. Get it in ————.

3. Many people waste enough time in cooking a meal to do the work twice. One way to waste time is not to get things ready beforehand. If I were to cook, I should see to it that ————.

4. Did you ever dig potatoes out of a garden? One little boy who had never before seen potatoes growing,

watched the gardener one day. Then he told his mother: "Why, the man just went out and pulled up a weed and there were potatoes all over the roots." Most of us have no garden, so we shall begin to prepare the potatoes the grocer has just delivered. The first thing to do is ———.

12

REVIEW

QUOTATIONS

I

Read again the story of Luke Varnum. Copy carefully all the sentences that contain quotations. What is the rule for punctuating such sentences?

II

Copy the following sentences, punctuating them properly:

1. The Bible says Go to the ant thou sluggard; consider her ways and be wise
2. Learn to labor and to wait says Longfellow
3. Boys who are willing to take responsibility said the speaker are boys who make men
4. Do thy duty that is best says the poet Leave unto thy God the rest
5. There is always work and tools to work withal for those who will says Lowell and blessed are the horny hands of toil
6. I like the boy who whistles while he works said the old man it shows the right spirit
7. If thou faint in the day of adversity says the proverb thy strength is small

8. When duty whispers low Thou must
The youth replies I can

— *Emerson.*

9. Have you any recommendation to offer asked the employer

10. Only my good name replied the boy and a willingness to work

III

Find three sentences where the explanatory words precede the quotation, three where they follow it, and three where they separate it into two parts. Copy the sentences carefully.

13

TROUBLESOME WORD FORMS

I

Read aloud:

1. Luke **shod** the captain's horse.
2. He was happy to think that the horse he had **shod** helped to win the battle.
3. The colonel **rode** his horse during the fight.
4. He had **ridden** the animal all the day.
5. The horse was **ridden** all during the battle.
6. Have you ever **ridden** a horse?
7. The carpenter **drove** the nails rapidly.
8. He has **driven** nails many times before.
9. Have you ever **driven** a horse?

Study the forms used above. These words often give our tongues trouble. Another wrong form tries to take the place of **shod,** and sometimes people forget that **ridden** and **driven** are the forms to be used

with **have, has,** and **had.** Make these forms your own. Compose three sentences in which each form is used correctly.

II

SIX WORDS THAT NEED WATCHING

These words are often misused:

lie	sit	rise
lay	set	raise

In the following sentences they are used correctly. Read the sentences aloud several times:

1. The workers should **lie** down and rest.
2. **Lay** your tools down and eat your dinner.
3. Children often **sit** by the blacksmith shop and watch the smith **set** a shoe.
4. If the farmer would **raise** good crops, he must **rise** early.

"Lie" is used when the thing spoken of rests or reclines.

The boy **lies** on the ground. We **lie** on the sofa. The hoe **lies** on the walk.

"Lay" means "cause to lie"; as,

Lay your coat on the bed. **Lay** the bricks straight. **Lay** your head on the pillow.

Sit and **set** (cause to sit) are used in the same way; so also are **rise** and **raise** (cause to rise):

Sit here, please. **Set** your chair nearer the stove. The clouds **rise.** **Raise** your head when you speak.

TONGUE TRAINING

Choose the form you think proper for each of the following sentences. Give a reason for your choice. When you are sure the choice is correct, read the sentences aloud several times:

1. See the smoke (**rise, raise**).
2. The baby (**lies, lays**) on the couch every day.
3. (**Sit, set**) up, Henry, or you will grow crooked.
4. (**Set, sit**) the bread to (**rise, raise**).
5. The cow (**lies, lays**) down during the day.
6. Did you (**lie, lay**) down and take a nap?
7. He (**sits, sets**) in the old rocker every morning.
8. The boys (**lie, lay**) on the grass.
9. In which seat did you (**sit, set**)?

Train your tongue to say correctly such sentences as,—

Lie down and rest. **Sit** in the rocker. I saw the hawk **rise.**

Let each pupil write sentences using these three words correctly. When the teacher has made sure the sentences are correct, the pupils may read them aloud.

14

A STUDY OF NAMES

The last name of a person is called the **surname;** the name given when one is christened is called the **Christian** name.

How should names of persons be written?

Sometimes initials are used for the Christian names. How should initials be written?

Write the names of five people you know well, using initials for their **Christian** names.

Many **surnames** have rather interesting meanings.

How do you think names like Gardner and Taylor first came to be given to people?

Write five other such names that have come from occupations.

What is meant by names that end in **sen** and **son;** as, Hansen, Jenson?

Write five other such names.

Can you tell the meaning of **Mc** or **Mac** in names like McKnight and MacDonald? What other such names do you know?

Tell, if you can, how your own name originated.

LETTER WRITING

Think of some interesting thing you have seen or done during the vacation, or of some recent home news. What friend of yours, living in some other town, would enjoy hearing of these things? Write him or her a newsy letter, beginning in some such way as this:

Grand Junction, Colo., Sept. 12, 1916.

Dear Katie:

Come and help us pick peaches. They are ripe and rosy now. You will enjoy —— ——.

(Write several bright paragraphs telling of different things your friend would like to know, then close the letter properly.)

Affectionately yours,

Jennie.

INDIAN LIFE

15

INDIANS I HAVE KNOWN

1. When you think of Indians, what picture or experience comes to your mind?

2. Describe the Indian or Indians you remember best; or if you have never seen an Indian, describe one you have read about.

3. Tell of his home, his clothing, the things he made or did.

AN INDIAN WIGWAM

4. Tell of his language. Perhaps you know some Indian words.

5. Tell of any interesting experience you have had with these first Americans, or give an experience which you have heard some one tell.

16

THE FIRST AMERICANS

I

One of the most picturesque parts of our history is the experiences of the whites with the red men. Every boy and girl in our schools nowadays hears some of the interesting Indian stories that have been handed down from the discoverers and explorers, the Pilgrims and others who first settled our country. Many of these stories are so wild and cruel that we shudder even to think of them; and many people have got the impression from such stories that the Indian is nothing but a blood-thirsty savage. This is not fair. There were wild and cruel Indians, it is true, but there were also many good and noble ones.

II

STORIES OF THE INDIANS

What stories have you read of any of the following Indians? Be ready to tell of these or of some other Indian of whom you have read:

1. Squanto, the friend of the Pilgrims.
2. Pocahontas, the daughter of Powhatan.
3. Sacajawea, the "Bird Woman" of the Lewis and Clark expedition.
4. Famous Indian chiefs:

Massasoit	Powhatan
Red Jacket	Pontiac
Tecumseh	Sitting Bull
Geronimo	Chief Joseph
Red Cloud	Spotted Tail

You will find some interesting tales of Indians in the following books:

Indian Stories retold from St. Nicholas. The Century Company.

Pilgrim Stories, by Margaret Pumphrey. Rand, McNally and Company.

History and Stories of Nebraska, by Sheldon. University Publishing Company.

17

THE INDIANS AND THE WESTERN PIONEERS

The pioneers to our Western states have many interesting stories to tell about the Indians. Have you ever listened to any of them? Not many of these interesting tales have been gathered and written. We should see to it that they are preserved. While these veterans are with us, we can get the stories. Many of the pioneers have passed away and taken their stories with them.

Would you not like to help collect and preserve these stories? What Indian tales have you ever heard that might still be gathered? Ask your parents or grandparents or any old settler to tell you some of them. Get some story as clearly as you

CHIEF MASSASOIT

BY C. E. DALLIN

can, making notes on the main points. Afterwards you can write it up, and read your account to the pioneer who gave it to you, to make sure you have it correct.

Possibly you have some historic spot in or near your city, or you may have interesting Indian relics. Tell about these things to your class. The following story is one that was recently discovered. It is given for you to enjoy and to help you to find similar stories of early days to share with your classmates.

18

LURED FROM HOME BY THE INDIANS

Nick Wilson was a little pioneer boy who went West by ox-team in the early fifties. He settled with his parents in a little pioneer village just south of the Great Salt Lake. The times were hard, and Nick often had to go hungry as he herded his father's little band of sheep on the sagebrush hills.

A band of peaceful Indians lived near the pioneer settlement. With these the pioneers shared their scanty food; for they believed "it was better to feed the red men than to fight them." The leaders of this village came to the conclusion, too, that the Indians ought to help raise the food if they were to have a share. So they hit upon the plan of distributing the Indian families among the whites. It fell to Nick's father to have old Tosenamp — which means "white foot"— with his squaw and their little papoose, Pantsuk, sent to him. Mr. Wilson gave them his granary to live in. Then he and Tosenamp worked

together in the fields while the Indian woman helped about the house and the two papooses, Nick and Pantsuk, were set to herding sheep.

Nick was happy with his dusky little companion. They soon became warm friends, and Nick picked up the Indian language rapidly. But their pleasant days together were cut short by the death of little Pantsuk, and again Nick had to take the task of herding his sheep alone. The life became very trying to this twelve-year-old boy.

One day a band of Shoshone Indians came to the village to trade their buckskins and buffalo robes for food and blankets and other things they needed. It happened that some of them came out where Nick was herding his sheep. He began to talk with them. The Indians were surprised to hear the boy speak their language. They became very friendly with him.

Now it chanced that their old Chief Washakie's mother was just at that time sorrowing over the loss of two of her boys. They had been killed by a snowslide the winter before while hunting mountain sheep. Their death had nearly crazed the poor Indian mother. She had just the year previous lost her husband in a battle with the Crow Indians. One night she dreamt that one of her boys came to her and that he was white. This dream put into her mind the strange notion that she wanted a white papoose.

When the Indians found little Nick Wilson, they decided that he was just the boy to get, if they could, for their chief's mother. They laid their plans to lure him from home. Washakie would not let them steal him; so they worked to win the boy's consent. Day after day they would come and talk to him. One day they brought a little pinto pony. The boy was charmed with it. They

let him ride it. He had never ridden a horse before. He fell in love with the beautiful little animal. Finally he begged them to give it to him. This was just what they had been working for. They told him he might have it if he would go and live with them. Then they pictured the other good things he might have—plenty of meat and fish and other foods, and all the fun he wanted. He would not have to work, but could play with the papooses all the time.

The boy hesitated. It was a great temptation. They waited patiently two days for him to decide. Finally he told them he would go, and it was arranged that he should meet them one night at a given spot not far from town. He kept his word. Two Indians were there at the appointed time with an extra horse for the boy. They took him by night up the western shores of the Great Salt Lake. Their band they overtook somewhere near the Idaho line, and Nick Wilson lived with them for two years as the adopted son of Chief Washakie's mother.

You may have the opportunity some day to read the book this boy has written of his experiences with the Indians. He calls it *Uncle Nick Among the Shoshones.*

1. Describe Nick and Pantsuk as you fancy you see them.
2. What do you know of bands of Indians coming to the towns to trade with the whites?
3. What kind of squaw do you think Washakie's mother must have been? Why do you think so?
4. Why should Nick love the pony so? What animals were used in pioneer days? What pony experiences have you had?
5. What other attractions did the Indian life hold for Nick?
6. Suppose you had been in Nick's place, what would you have done? Why?

19

A BOOK OF INDIAN STORIES

When you have written the story you find, or have told an experience of your own, or have described an Indian wigwam or some other thing you have seen among the Indians, your tale or description may be placed with others in a little booklet with an art cover. You may illustrate your story with pictures or suggestive sketches in pencil or color.

When your book is ready, invite some other class to enjoy it with you.

PLANNING THE STORY

How many **paragraphs** are there in the story of Nick Wilson? What is the main thing told about in each? In telling your stories be careful to arrange your paragraphs properly. To do this you should make a topic outline like this before you write:

1. Nick as a pioneer boy.
2. The Indians among the settlers.
3. Nick and Pantsuk.
4. The coming of the Shoshones.
5. The squaw's grief and dream.
6. The Indians work to win Nick's consent.
7. Nick leaves home.

20

OTHER USES FOR CAPITAL LETTERS

I

NAMES OF PEOPLES

1. How is the word **Indian** begun? Why?
2. What have you observed about the writing of

the names of particular peoples; as, **Chinese, Japanese, Germans?**

3. Be watchful always to begin such names with capital letters. Why?

4. Write a list of ten names of peoples; as, **English.**

II

WRITING TITLES

Uncle Nick among the Shoshones.
Jack, the Young Trapper.
Horsemen of the Plains.

What words in these titles are capitalized? Find five other titles of books or stories. Copy them carefully. What words are capitalized in them? Make this rule your own by practicing it:

The first, last, and other important words in titles are begun with capitals.

Get a good title for your Indian story. Write it properly and be prepared to dictate it to your classmates to write. They in turn may dictate theirs to you.

Be watchful how you capitalize these titles.

21

DRAMATIZATION

In your literature lessons study the story of Hiawatha either in whole or in part. This story contains many delightful myths and legends told by the Indians in the days gone by. Some of these

make excellent little plays. You would enjoy especially the dramatization of the following:

Hiawatha's Childhood	The Wedding Feast
The Pearl Feather	The White Man's Foot

Hiawatha's Departure

All of these may readily be given, part of the pupils taking one story, part another. This will give the whole class an opportunity to take part.

22

PARAGRAPH PICTURES

Fill these blanks with fitting expressions chosen from the list that follows:

THE WIGWAM

The wigwam stood among the sagebrush. A —— looking home, I thought. It was a —— shaped structure, made of —— canvas, which was held up by —— poles. These —— through the —— blackened opening in the top. A —— served as a door.

The space about the wigwam was littered with ——, ——, ——, ——, and all sorts of other Indian trappings. It was not a very —— place, but it was —— and ——.

A —— squaw was at work preparing supper. Her —— dress was —— and ——. Her hair, ——, hung over her shoulders. A —— papoose, clinging to her skirts, tried to hide himself in the folds of the dress, as we came towards them, but he could not resist the temptation to —— at us occasionally.

cone	strip of canvas	tools
strange	baskets	wrinkled
smoky	moccasins	unkempt

odd	inviting	slender
weapons	gaudy	protruded
picturesque	queer	piece of burlap
bright-colored	small	blankets
dingy	saddles	tidy
long	skins	slouchy
shy	peculiar	soot
kettles	dusky	sightly
ill-fitting		ragged

Complete the description by adding other sentences. Choose other apt words than those given.

23

INTERESTING THINGS DONE BY INDIANS

Take any of these topics and tell all you can about it:

1. How Buckskin is Tanned.
2. How a Papoose Basket is Made.
3. How Moccasins are Made.
4. How Arrows are Made.
5. How an Indian Woman Makes Baskets.
6. How a Navajo (Nă′vȧ-hō) Blanket is Made.
7. How a Rabbit-Skin Blanket is Made.
8. How Indians Snare Rabbits (or Birds).
9. How a Wigwam is Set Up.
10. The Story of a Pine Nut.
11. How Indians Catch Fish.
12. How the Indians Gather Seeds for Food.
13. Making a Canoe.
14. Gathering Wild Rice.
15. How Water Jars are Made.

If you know of any other interesting phase of Indian life, tell of it. In case you have never seen or heard of the Indians' ways and work, you may read about them and then tell your classmates what you learn.

MOKI INDIAN WOMAN MAKING POTTERY

24

WORDS TO LEARN

papoose	tomahawk	canoe	wigwam
squaw	arrow	wampum	medicine man
tepee	quiver	war dance	scalp
chief	brave	warrior	totem pole

Pronounce and spell the words. Tell the meanings. Use the words correctly in sentences.

25

ANOTHER USE OF THE COMMA

I

Study the marks in these sentences:

1. Pantsuk, the little Indian boy, played with Nick.
2. Longfellow, the American poet, wrote *Hiawatha*.

Why are the words, "the little Indian boy" and "the American poet," used in the two sentences just given?

How are these explanatory words separated from the rest of the sentence? Train your fingers to remember this rule: **Words used to explain other words are usually separated from the rest of the sentence by commas;** as, Squanto, the friend of the Pilgrims, taught them how to raise corn. Sacajawea, the "Bird Woman," led Lewis and Clark across the continent.

EXERCISE

I

Copy the following sentences, placing commas where needed:

1. The Indians or red men lived in America before the white men came.
2. Columbus the great discoverer found them here.
3. Tecumseh the fierce warrior was defeated.
4. Sitting Bull the Sioux chief was a brave man.
5. General Custer or Yellow Hair as the Indians name him was killed by the Indians.

How many capital letters are used in these five sentences? Tell why each one is used.

II

Find in the story, *Lured from Home by the Indians,* two sentences in which words used to explain have been separated from the rest of the sentence by commas.

Copy from the same story ten names that are begun with capitals.

26

REVIEW OF THE FORMS FOR USE WITH HAVE, ETC.

I

Practice on these forms again:

1. The bell rings. The bell rang. Has the bell rung?
2. Yes, it rang some time ago. No; it hasn't rung.
3. The girls sing. The girl sang. The girl has sung.

Use in sentences likewise the "i," "a," and "u" forms of **drink, spring, shrink.**

II

Make oral sentences using these forms, and practice them:

go	went	gone
do	did	done
see	saw	seen
come	came	come

Use the following forms in written sentences and read the sentences aloud. Let the sentences in which **blown, known,** etc., are used be questions.

blow	blew	blown
buy	bought	bought
fly	flew	flown
throw	threw	thrown
know	knew	known
grow	grew	grown
shoe	shod	shod
ride	rode	ridden
drive	drove	driven

27

OTHER FORMS FOR PRACTICE

I

Use these forms correctly in sentences and tnen read the sentences aloud:

shake	shook	shaken
take	took	taken
break	broke	broken
choose	chose	chosen
steal	stole	stolen

Which of these forms should be used with **have, has,** and **had?**

II

Use the following forms correctly in written sentences and drill on them; let the forms **written, bitten, eaten,** and **fallen** be used in questions.

write	wrote	written
bite	bit	bitten
eat	ate	eaten
fall	fell	fallen

What forms, in the following sentences, sometimes are displaced by wrong expressions?

Read the sentences aloud several times. Practice on sentences such as these till they sound natural to you:

1. Those boys like to hear Indian tales.
2. You should not believe all the stories you hear of Indians.
3. I have a book called *Wild Life on the Rockies.*

4. It doesn't matter.
5. May I borrow your arithmetic?

III

REVIEW OF PUNCTUATION MARKS AND CAPITALS

Read the following story for enjoyment; then study carefully the capitals and punctuation marks in it. Tell why each one is so used.

SCARED PAPOOSES

Lester was eight years old and Sammy was five. They lived in a country town near which the Indians often camped during the summer.

One day the two boys were climbing the hills close by the Indian camp. They were having a jolly time when suddenly they spied some Indians coming down the hillside.

Away went the boys towards home as fast as their heels could carry them. But Sammy's chubby legs could not keep him close to his big brother. Lester, in his fright, seemed to forget all about Sammy.

When Lester came puffing up to the door of his home, little Sammy was a long way behind. As he was telling his mother excitedly what had happened, he burst out crying and said:

"I don't care for myself, just so Sammy gets home all right."

1. Tell some funny story that this little incident calls to your mind.
2. Did you ever have a scare?
3. What did you do?

THANKSGIVING

28

GIVING THANKS

Study and learn this poem:

WE THANK THEE

For flowers that bloom about our feet;
For tender grass, so fresh, so sweet;
For song of birds and hum of bee;
For all things fair we hear or see,
Father in heaven, we thank thee!

For blue of stream and blue of sky;
For pleasant shade of branches high;
For fragrant air and cooling breeze;
For beauty of the blooming trees,
Father in heaven, we thank thee!

1. What blessings do you have for which you are most thankful?

2. How can boys and girls best show their gratitude for the things God gives them?

3. Tell the story of our first Thanksgiving. (See Live Language Lessons, First Book, or "The Story Hour," by Kate Douglas Wiggin.)

4. The spirit of Thanksgiving is in the following lines from the Bible. It is well to read and remember them:

"The Lord is my Shepherd; I shall not want."

"O give thanks unto the Lord; for He is good; for His mercy endureth forever."

"Remember now thy Creator in the days of thy youth."

PHOTOGRAPH BY UNDERWOOD & UNDERWOOD, N. Y.

THANKSGIVING SPIRIT

29

REMEMBERING THE PILGRIMS

The following books contain tales about the Pilgrims. Try to get one of them and read about the Mayflower, Captain Miles Standish, Samoset, Squanto, "The Brass Kettles," "The Indians and the Jack-o'-Lantern," "The Christmas Candle," or some other story, and be ready to join your class in a Pilgrim Story Hour.

1. *Pilgrim Stories,* Pumphrey, Rand McNally Company.
2. *Colonial Children,* Pratt, Educational Publishing Company.
3. *Mary of Plymouth,* Otis, American Book Company.
4. *Colonial Stories Retold from St. Nicholas,* Century Company.
5. *Live Language Lessons, First Book,* University Publishing Company.

A PILGRIM PLAY

Dramatize some of the stories just named. To do this, first plan your play, then practice till you can act it well. This outline will help you:

THE CHRISTMAS CANDLE

Characters: Grandmother; Benjamin, her son; and Mary, the mother; Silas Sloan, the schoolmaster; Deacon Jones; Squammaney, the Indian Medicine man; School children (five of them); Indians.

Act I — *Grandmother's Home* — Summer. Mother and children at work. The talk reveals that the father is dead. No Christmas presents. The mother promises to have a Christmas candle, which is made by tying a quill of powder to the wick and dipping it into tallow when the candle is made. Indians come begging. Mother treats them kindly. Deacon Jones hobbles in complaining of rheumatism. Squammaney offers to cure him.

The deacon objects. Squammaney begins to dance and yell. The deacon in fright throws down his cane and runs away spry as a schoolboy.

Act II — *Same Scene* — Autumn. Dipping Christmas candle. Silas comes in and talks of trouble threatening with the Indians. Tells story about Pilgrims to the children. Squammaney and another Indian come in. They ask for cider. The mother refuses, telling them that fire-water will steal their brains. The Indians grow angry. Squammaney threatens: "Me pay you! Ugh!"

Act III — *Same Scene* — The night before Christmas. The mother and children talking of Christmas as it was remembered in the olden time. The children long for old days. The mother promises them a Christmas candle. She sets it burning. Enter Silas with his school boys and girls. They begin a game. The mother looks out of the window. She turns with an expression of alarm. Enter Squammaney and another Indian armed. They sit by the fire. Squammaney repeats his threat. The children huddle round their grandmother, who whispers to Silas to go for men. Silas slips out. The Indians grow more threatening. The candle explodes. "White men come! run! run!" says Sqaummaney.

30

THE THANKSGIVING DINNER

People from all parts of the world help us to get our Thanksgiving dinner. Try to tell where these different kinds of food come from:

Turkey, chicken, mutton, beef, pork, fish,
Potatoes, cabbage, celery, sweet potatoes, tomatoes,
Bananas, oranges, figs, apples, raisins, cranberries,
Olives, cucumbers, tea, coffee, chocolate, vanilla.

Sugar, salt, pepper, milk, butter, cheese, eggs.

Cocoanuts, peanuts, pecans, hazelnuts, walnuts, almonds.

And these are not all. Name other good things to eat. See if you can pronounce and spell properly all the names just given. Be watchful how you say **cranberry, pumpkin, chocolate, potato, tomato,** and **raisins.**

31

TALES OF THE FEAST

Choose from the good things named one that has an interesting story, and tell how it came to the feast. Imagine you are the thing you describe. This story will suggest one way to do it:

CRANBERRY SAUCE

I grew in a bog in the eastern part of this country. My mother was a plant about as large as the strawberry vine. First I was a blossom, then a green berry, then the summer sun turned me red, and after that —

Well, I was snipped off the vine by a girl's fingers and dropped into a cup. Finally I found myself packed in a big barrel and the lid was nailed on tight. Oh, but it was dark!

We didn't know what happened next, but we must have taken a long trip; for we were rolled and tumbled about, and then began a rumbling and bumping noise that lasted for days.

Then came another rolling and bumping, and after that — whack! a hammer hit the head of the barrel and cracked it. It was the first ray of sunlight we had seen for a week. Off came the lid and we found ourselves in the grocery store.

A few minutes later a rosy-cheeked lad came in to say: "Mama wishes two quarts of cranberries."

At the first dip of the cup, I was caught; then into a paper bag I was popped. The next thing I knew I was in hot water. I danced and danced till I was tender; and here I am. Good-by!

32

THANKSGIVING FUN

Some boys and girls of a certain school have made several enjoyable entertainments for themselves and others by creating little plays expressive of the spirit of the holiday. You will enjoy this exercise, too. The following are suggestive outlines that were used for the plays:

I

JOHNNY'S THANKSGIVING DREAM

A boy who has stuffed with Thanksgiving eatables comes in and tells in verse (or prose) of the many things he has eaten. Then he falls asleep. One by one, the various things he has had for dinner come in and tell of how they will punish Johnny for his greediness. The boy tosses and moans in his dream while they punish him. Johnny suddenly wakes, and they vanish. He makes a firm resolution then and there.

II

THE TURKEY'S PLAN TO ESCAPE THANKSGIVING

The scene is in the barnyard. Turkeys, geese, chickens, ducks, a donkey, a dog, and other animals are talking over what a gossipy hen has heard the farmer say. They are all excitement, of course — the gobbler especially.

He tries to hide here and there, but it is of no use. In comes the farmer and out goes Mr. Turkey while a barnyard chorus bewails his fate.

III

AROUND THE FIRESIDE

This play begins with a Thanksgiving song, composed by the whole class. Then comes grandma's story. Every pupil tries this. The best is chosen. Then there are nuts to crack. English walnuts are taken and split in halves, the meat is removed, and a riddle, written on a slip of paper, is placed in the shell, the two divisions of which are glued together. The walnuts are passed about and cracked, and the riddles are read. They are all original. The play closes with a song.

IV

THE FIRST THANKSGIVING

Another good subject for dramatization is The First Thanksgiving. Get the story of it well in mind and then plan your play to represent the historic event. The Pilgrims and the Indians in their picturesque life could be represented in this.

33

INVITATIONS

I

You will wish others to enjoy your Thanksgiving exercises. Write invitations to your friends to be present.

There are two kinds of invitation. Study these models:

INFORMAL

My dear Florence:

Our fifth grade is to give a Thanksgiving entertainment at two o'clock Wednesday afternoon, November twenty-fifth.

Please come and share in our pleasures.

Sincerely yours,

Room 52, Plymouth School, Alice Jones.
November twentieth.

FORMAL

The pupils of the Fifth Grade, Plymouth School, cordially invite Miss Florence Smith to be present at the Thanksgiving entertainment to be given in their grade room at two o'clock Wednesday afternoon, November twenty-fifth.

Plymouth School,
November twentieth.

II

REPLIES TO INVITATIONS

Invitations should be answered promptly. If they be formal, the reply should likewise be formal; if informal, the reply should be informal. It may be a note either of acceptance or of regret.

The following will serve as models to guide you:

FORMAL NOTE OF ACCEPTANCE

Miss Smith accepts with pleasure the kind invitation of Mrs. John M. Jones for Wednesday afternoon, December eighth, at five o'clock.

334 Hillside Avenue,
December fourth.

FORMAL NOTE OF REGRET

Miss Smith regrets her inability to accept the kind invitation of Mrs. John M. Jones for Wednesday afternoon, December eighth, at five o'clock.

334 Hillside Avenue,
December fourth.

INFORMAL NOTE OF ACCEPTANCE

My dear Mrs. Jones:

I shall be glad to dine with you Wednesday afternoon, at five o'clock. I thank you for the kind invitation.

Sincerely yours,
Mary Smith.

55 Davis Avenue,
May first.

INFORMAL NOTE OF REGRET

My dear Mrs. Page:

I thank you for your kind invitation for Wednesday afternoon, and I should be very happy to accept it were it not that I am to be away from the city on that day.

Cordially yours,
Mary Smith.

49 Wallace Street,
June second.

EXERCISES

I

Let half of the pupils write formal invitations to a dinner, to a social, or to other entertainments, addressing them to classmates. Let the pupils receiving the invitations reply.

II

Let the pupils who wrote the answers in exercise I write informal invitations to the other pupils, who may write informal notes of acceptance or regret in reply.

The first of these notes of invitation is **informal.** It is written, as you see, in the spirit of a friendly letter. Such an invitation would be proper for a small dinner or other informal gathering.

The second note of invitation is **formal.** It might be used, for example, in inviting acquaintances or friends of the school to a special program.

34

WORDS TO EXPRESS APPRECIATION

Often when you have been entertained at a dinner or other social affair, you desire to express your gratitude to those who have given you a pleasant time. Sometimes you are at a loss for words to do it well. This exercise is given to help you find the fitting word. Fill the blanks with words from the list below:

We have had a —— time.
Your dinner was ——.
Aren't those —— apples?
Try the grapes and peaches; they are ——
Oh, what a —— game it was!
How did you make this pie crust so ——?
Hasn't this ice cream a —— flavor?
The music was ——.
These pickles have an —— taste.

pleasant	delicious	luscious
delightful	appetizing	jolly
enjoyable	tempting	flaky
merry	charming	crisp

35

TROUBLESOME WORD FORMS

Train your tongue to give these **black-type** forms rightly:

These peaches are delicious.
Look at **those** turkeys.
That one is fat enough for our feast.
This one is hardly ready yet.
These will be ready for Christmas.
Will you please pass the potatoes?
May I serve you with cranberry sauce?
That is sufficient, thank you.

Make other sentences like these and read them aloud till they sound natural and become easy for you to use properly.

36

FOR REVIEW AND PRACTICE

I

ORAL EXERCISES

1. Read aloud rapidly but distinctly the following sentences:

I was going.	We were going.
You were going.	You were going.
He was going.	They were going.

2. Change the sentences to questions and read them aloud rapidly.

3. Use **am** in the first sentence, **is** and **are** in place of **was** and **were,** and read the sentences first as statements and then as questions.

4. Make sentences similar to these, using **has** and **have;** as, **Have you a knife? Has he a knife?** etc.

5. Make oral sentences using **have, were,** and **are** with **boys, girls, men, children;** as, **The boys have gone.**

II

Fill the following blanks with the right words; then read the sentences aloud:

GIVE and GAVE

1. Who —— you that book?
2. Henry —— it to me.
3. Did you —— the horse his grain?
4. No; but I —— him some hay.

MAY and CAN

1. —— I have a piece of cake, mother?
2. You —— go to the circus.
3. Mother, —— we give a Thanksgiving party.
4. You —— give one, if you —— get ready for it.

COME and CAME

1. Has your brother —— home yet?
2. Yes; he —— yesterday.
3. Father —— last Thursday.
4. Thanksgiving —— on my birthday this year.

THEM AND THOSE

1. —— apples look like crimson roses.
2. Will you have one of ——?
3. Look at —— grapes; aren't they tempting?
4. Will you please give me one of —— pears?

III

Read aloud rapidly the following sentences:

1. It is I.
2. It is he.
3. It is we.
4. It is they.
5. Was it he?
6. Was it she?
7. John and I went.
8. Mary and I were there.
9. Father and I went to the city.
10. It was Henry and I that did it.

IV

1. One shouldn't eat too much.
2. You shouldn't go.
3. The boy oughtn't to go.
4. You should not do it.
5. I oughtn't to see him to-day.
6. He should not neglect his work.
7. They ought not miss the play.
8. You shouldn't miss the game.

PUNCTUATION PRACTICE

Copy the following sentences, capitalize and punctuate where needed. Give reasons:

1. Grandmother knew many tales of the Pilgrims and Indians
2. Why should we remember the Pilgrims
3. Around the fire sat aunts uncles and cousins
4. What story shall I tell asked grandfather
5. John please bring me my slippers said uncle will

37

THE FOOL'S CHRISTMAS

On Christmas eve the king, disconsolate,
Weary with all the round of pomp and state,
Gave whisper to his fool: "A merry way
Have I bethought to spend our holiday,
Thou shalt be king, and I the fool will be —
And thou shalt rule the court in drollery
For one short day!" With caper, nod, and grin
Full saucily replied the harlequin:
"A merry play; and, sire, amazing strange
For one of us to suffer such a change!
But thou? Why, all the kings of earth," said he,
"Have played the fool, and played it skillfully!"
Then the king's laugh stirred all the arras dim,
Till the courtiers wondered at his humor grim.
And so it chanced, when wintry sunbeams shone
From Christmas skies, lo! perched upon the throne
Sat Lionel the Fool, in purple drest,
The royal jewels blazing on his breast.

On Christmas morning, too, the king arose,
And donned with sense of ease, the silken hose
Of blue and scarlet; then the doublet red
With azure slashed; upon his kingly head,
That wearied oft beneath a jeweled crown,
He drew the jingling hood and tied it down.
And when calm night with starry lamps came down
Her purple stairs, he crept forth to the town.

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CHRISTMAS SPORT

His scanty cape about his shoulders blew,
Close to his face the screening hood he drew.
He knocked first at a cottage of the poor,
And lo! flew open wide the ready door.
"We have not much to give, dear fool," they said,
"But thou art cold; come share our fire and bread!"
With willing hands they freed his cape from snow,
And warmed and cheered him ere they let him go.
And so 'twas ever. By the firelight dim
Of many a hearthstone poor they welcomed him;
And children who would shun the king in awe,
Would scamper to the doorway if they saw
The scarlet peak of Lionel's red hood.
"Dear fool," they called him loudly, "thou wert good
To bring the frosted cake! Come in and see
Our little Lisbeth — hark! she calls for thee!"

And so 'twas ever. On his way the king
With softened heart saw many a grievous thing:
But love he found, and charity. And when
He crept at dawn through the palace gates again,
He knew that he who rules by fear alone
May sit securely on his dreaded throne;
But he who rules by love shall find it true
That love, the milder power, is mightier, too.
"Dear fool," he said, "thou art a king, in sooth;
The king of hearts! To-day no farce, but truth!
For I have seen that thou, beneath my rule,
Hast often played the king — and I the fool!"

— *Florence May Alt*

1. What part did the jester, or fool, play in olden time?
2. Find in the poem another name for this character.
3. What is meant by "rule the court in drollery"?

4. Explain the jester's reply to the king.
5. What is meant by "arras," "courtiers"?
6. Describe the costume of the fool. Perhaps you may find a picture of it.
7. Talk of the meaning of the last verse. What experiences have you had to prove that love is stronger than fear in ruling people?
8. How can each one of us be a "king of hearts" to some extent?
9. Read the poem several times, till its meaning and its beauty come clearly to you.

38

PLAYING SANTA CLAUS

Have you ever played Santa Claus? How did you do it? What happened? How did you feel about it? Here is a story of how some mischief-loving lads played Santa once. Perhaps it will remind you of other pleasant ways you know Santa to have been played.

A SNOWMAN SANTA

It was one of those days when the snow is just right for rolling big snowballs. A band of ruddy youngsters were at this merry fun, when one of them shouted:

"Come here, boys, and help me; I can't make mine any bigger alone."

The other boys left their balls and ran to help make a huge one of Harry's. What a puffing and pushing there was! The big ball had to give up. It rolled slowly along the street till it came right in front of Grandpa Willis's gate. And there it stopped. The boys couldn't make it budge a foot farther no matter how hard they tried.

"Say, kids," suggested Jim, when they had given up their pushing, "let's play a good joke on grandpap. Let's end 'er up and block his gate."

No sooner said than done. Up went the snowball and down it sat plump in the gateway. The boys stood giggling to think of the old man with his cane, trying to clamber over the obstacle. Suddenly their merriment was checked by a motherly lady, who asked,

"What are you doing, boys?"

They hung their heads, but no one replied.

"Are you trying to surprise the old couple?"

Still no answer.

"Grandpa is very lame with rheumatics, you know. And they are old and poor." The boy began to feel uncomfortable. "You did it just for fun, of course," the lady continued. "Shall I tell you how you can have some of the best kind of fun with your snowball?"

"Yes," responded Harry.

"Make a Snowman Santa on it to-night."

That suggestion was interesting; the boys were listening eagerly now. The lady went on:

"I'll help you get up a Christmas present for him to give to the old couple. I have a basket at home and a cake to put into it. Perhaps you can get something also."

The boys seized upon the suggestion jubilantly.

"Mother will give me a pie, I know," said Harry.

"I'll bring some apples," added Jim.

One by one the boys each offered something good.

The rest of the plan was quickly laid, and away they scampered to their homes.

Grandpa and Grandma Willis meanwhile sat in their little room snuggled close to their stove. They had not heard a word of it all.

That night after dusk a band of brisk boys were at work in front of the old gate. The snowman grew rapidly. By the time it was finished the good lady was there with

the laden basket. The gift was hung on the snow Santa's strong stick arm. Then the lady and the boys — all but one — hid behind the trees and fences to watch the result. Harry stepped up to the old door, gave a sharp rap, and slipped around the corner of the house.

Grandma Willis opened her eyes.

"I say, Nathaniel, there's some one knockin'," she said.

"Come in," called grandpa. No one came.

Harry waited a minute, then knocked again.

"Come in!" called the old man.

Then, as no one responded, he hobbled to his feet and opened the door. No one was there.

"Strange," he said, as he took his seat. "My old ears must be deceivin' me."

"Not a bit of it," said grandma, "I heard it plain as day. There it goes again. I'll get a light." She rolled up a piece of paper as she spoke, touched it to the grate to set it blazing — for she was sparing of her matches — and lit a tallow candle. "Come, let's find out what it is."

They both went to the door, and holding the candle above their heads, peered out into the dusk. Grandma's eyes spied the snowman first. They studied it a moment, then the old man walked out to see what it all meant. He looked at the heavy basket, saw a note pinned on its handle, called to his wife to bring the candle, and she read aloud:

"A Merry Christmas to Grandpa and Grandma Willis."

"Law me, Nathan, it's for us!" she exclaimed as she lifted it with nervous fingers and carried it into the house.

There by the old table they stood in the pale glow of the candle light taking the good things out carefully, one by one. When the basket was emptied, the old man

raised his tear-filled eyes to the ceiling and said tremblingly,

"Lord, bless the kind hearts that have done this."

1. What pleasant Christmas surprise of your experience does this story call to your mind?
2. If you were to draw an illustration for this story, which picture in it would you choose? Describe the picture.
3. Do you know any lady like the one who helped the boys make the pleasant surprise? What has she ever done like this?
4. How do you suppose the boys felt after the surprise?

39

A BOOK OF CHRISTMAS STORIES

After telling to one another the stories suggested by the one just given, write the best true story of Christmas you know. If you can think of no really interesting one that has happened, then create a good Christmas story by adding to some incident of Christmas time that you know. Illustrate your stories with pictures or with suggestive pencil or color sketches.

40

PARAGRAPH PICTURES OF CHRISTMAS

I

THE CHRISTMAS TREE

Color these sketches of the Christmas time by filling the blanks with words selected from the list given below or with others, as fitting, that you may select:

The —— Christmas tree stood in the —— parlor. It was a mass of —— and ——. Over its —— branches was —— a riot of trimmings. There were —— of tinsel, strings of —— popcorn and —— cranberries. And hanging among these the —— ornaments, —— toys, —— apples and —— oranges. When the candles were

lighted, it surely looked like one of the jeweled trees of —— magic cave. It —— and —— and —— in the tinkling lights.

And the toys! There were enough of them, it seemed, to satisfy a whole kindergarten. The —— dog, the —— sled, the —— soldiers in —— uniforms, the —— picture books, the —— fire engines drawn by —— horses, the —— lantern, the —— games, the —— dolls, all mingled together, made one think that old Santa had slipped in his hurry and emptied half his pack, at least, in one place. Perhaps that is the reason why some other little people whom I know didn't get their full share that Christmas. If so, what do you think ought to be done to correct the mistake?

II

CHRISTMAS MORNING

The children may "nestle all —— in their beds the night before Christmas," but Christmas morning generally finds them —— and —— to get up. They are all —— to see what —— Santa has brought. Out of bed they ——, and into the room where the stockings hang, or where the —— tree is ——, they ——. "——! ——! ——!" come the exclamations of —— as one after another the —— gifts are ——. Then follows the Christmas ——. The —— of tin trumpets, the —— of drums, mingled with the —— and —— of the youngsters makes a —— clamor indeed.

blare	beating	merriment
spangles	jolly	snug
glittered	Aladdin's	bright red
brilliant	dark green	crimson
color	festooned	painted

brightness	drooping	gaudy
shimmered	flung	gay
anxious	wide-awake	lively
oh	frolic	din
brisk	excited	happy
music	chatter	eager
sturdy	snowy	shining
delightful	woolly	sparkled
prancing	charming	gorgeous
gilded	glittering	wonderful
magic	tempting	attractive
hop	dash	hurrah
noises	music	rumble

41

CHRISTMAS RHYMES

Catch the spirit and music of these lines and add other lines to them. Perhaps you can write several stanzas. Try the various beginnings or others:

Hurrah for Kris Kringle!
Hear———————————

Sing a song of Santa!
He's the chap for me!

Saint Nicholas comes when we're fast asleep,
So shut ———————————

Harry and Tommy once set a trap,
To catch ———————————

Now make several stanzas of your own that are full of the Christmas spirit. Write them neatly. You might even make a little

booklet of Christmas rhymes, illustrate it, and give a Christmas surprise to some child. Some of your songs might also be set to music and sung.

Your choicest stories and verses, or songs, would help make a delightful Christmas program.

42

HOW TO WRITE CONVERSATION

I

Read again the story of *A Snowman Santa.* Which sentences contain quotations? What marks are used to indicate this?

Look at the paragraphing of the conversational parts of the story. What do you observe? Prove the following rule by finding in some book a page of conversation; copy the page carefully:

When conversation is written, each speech of each person, with the explanatory words that go with it, is usually written in a separate paragraph; as,

"What did Saint Nicholas bring you, Henry?" asked Tom.

"Not what I deserved," replied Henry, with a twinkle in his eye.

"You deserved a switching, didn't you?" laughed Tom.

II

CONVERSATION IN STORIES

Write a story, of your own composing, about Christmas. Use conversation in it freely. Be careful to use properly quotation and other marks and to paragraph correctly.

Why is conversation used in stories?

Some boys and girls were once asked what kind of stories they liked.

"The kind that has lots of white between the lines," answered one boy.

What did he mean?

The conversational page is rather cheerful and inviting, is it not? It has a good deal of "white between the lines."

43

TROUBLESOME WORDS TO PRONOUNCE

Does your tongue ever trip on the following black-type words? Practice reading these sentences aloud:

The children gave their mother a happy **surprise.**
We brought the apples from the **cellar.**
Santa Claus comes down the **chimney,** so they say.
The **mischievous** boys tried to play a joke on Santa.
See the **pretty** toys in the window.
Some people do not **believe** in Santa, but all must **believe** in the Santa spirit.

Santa is a merry **fellow,**
He brings us toys both red and **yellow,**
And apples, too, that taste so **mellow.**
Hurrah for Santa, jolly **fellow!**

Grandpa and **grandma** love to have us come to see them.
Will gave his father a silk **handkerchief.**
Santa brought mama some **jewelry.**
My sister received a beautiful **picture.**
I **always** enjoy Christmas; do you?

II

Can your tongue say these "ing" forms lightly and brightly? Try them:

Sparkling, twinkling, glittering, shimmering, dazzling, tinkling, ringing, singing, dancing.

Make a list of twenty similar words ending in "ing." Practice pronouncing them and be ready to pronounce the list in class.

44

NEEDLESS WORDS

Often in telling their stories boys and girls use words needlessly. For instance, one little boy I know has the habit of saying, "Oh, my headache aches."

There are other language habits just as laughable as this, but some of us have grown so used to them that they do not seem laughable to us.

Have you ever heard anyone use such expressions as, "Benjamin Franklin **he** was a great statesman" or "Mary **she** milked the cow"?

What are the needless words in such sentences? A certain old gentleman who didn't know the English language very well—for he had not been in America very long—said one day: "John she has gone to the field; and Mary he is milking the cow." Everyone laughed, of course. The gentleman found he had blundered, and corrected himself.

I wish we could laugh away some of our mistakes. That is a good way to get rid of them. It is rather

amusing to hear people say, "this here apple"; "that there orange." What are the needless words in these expressions?

To rid your tongue of such needless words, practice saying such things as:

1. This apple is red.
2. That horse is proud.
3. These boys like fun.
4. Those soldiers march well.

What do you observe about the use of **this** and **that?** of **these** and **those?** Make five sentences using each of these words — twenty sentences in all — and read them aloud.

Practice also on such sentences as the following to get rid of the "John he" habit if you have it:

1. George Washington was our first president.
2. Queen Victoria was loved by all.
3. The trapper climbed the hills.
4. Will wanted to have Christmas every day.

Make ten other such sentences and read them aloud.

45

ANOTHER CLUMSY EXPRESSION

Read these sentences aloud:

1. Have you a knife?
2. No, I haven't one.
3. Have you your lessons yet?
4. I have all but my arithmetic.
5. I have the book you mentioned.
6. Have you any ink and paper?
7. Yes, I have both.
8. I haven't any.
9. I have nothing with which to write.
10. He hasn't any pen.

In sentences like these, the word **got** is often needlessly used. The word **got** means "obtained." When the sentence indicates merely possession, as, **I have a pencil,** the word **got** is needless. By reading aloud sentences like the foregoing, train yourself to avoid the needless use of **got.**

EXERCISE

Make ten sentences using *have* without *got.* Find five such sentences in some book. Read them aloud.

46

TONGUE TRAINING

Make oral sentences using the following pairs of words correctly, the first in a question, the second in an answer; as, Have you seen my ball? Yes, I saw it under the table.

saw	seen	rang	rung	come	came
did	done	sang	sung	ate	eaten
went	gone	began	begun	wrote	written

PUNCTUATION PRACTICE

Copy the following; capitalize, punctuate, and paragraph where needed. Give reasons:

balls skates and dozens of other toys were hanging on the christmas tree old santa saint nicholas or kris kringle had surely visited that house oh come come mother cried the two happy lads as they dashed into the room and began to play with their presents.

OUR ANIMAL FRIENDS

47

ANIMAL INTELLIGENCE

What tame animals do you know best? What is the most intelligent thing you ever saw an animal do? Be ready to tell your classmates about it. The following true story and the suggestive topics that follow will help you to think of some interesting thing you have observed:

OLD PICKLOCK

"Old Picklock" was a cow. She was given that name because she could open gates or barn doors, or let down bars so cleverly. It is likely she was forced to learn these tricks to get along well; for she was such a coward that the other cows whipped her away from her feed whenever they pleased. Picklock's only way to keep even was to outwit them.

In feeding the animals the boys always favored the horses. They were given the warmest stable and the best hay. The horses had to work, the boys reasoned, and therefore they deserved better treatment. All a cow had to do was to chew her cud and give milk. The boys forgot that cows must have good care and good feed, else they will not give much good milk. But Old Picklock did not forget. She seemed to think that she deserved just as good fare as did the horses.

So she set her wits to work to get it. Every morning when the horses were taken out of their stable to be hitched

PHOTOGRAPH BY JOHN KABEL

GOOD FRIENDS

up, the old cow would slip in, and just as she got inside, she would whirl around and swing the stable door shut with her horns. She knew full well that the other cows would drive her out of the comfortable quarters if they could; but she seemed to know, on the other hand, that they hadn't sense enough to open a door.

1. What examples of intelligence in a cow have you ever seen?
2. What examples of "horse sense," or intelligence in a horse?
3. What dog tricks?
4. What examples of cat cleverness?
5. What things have you known a donkey to do that show he is not so stupid as people think him to be?
6. What intelligent act have you seen done by any other of our animal friends?
7. Be ready to tell clearly some interesting, true incident.

48

WRITING ANIMAL STORIES

Write, as interestingly as you can, your best animal story or stories. Illustrate them with clippings, sketches, or kodak pictures, if you have taken any. When your stories are in finished form, make booklets of them. They may be bound with art covers and have such titles as —

Cat Tales. Animal Anecdotes. Horse Stories. Dog Doings. Playmates and Pets. Calves and Colts.

Or you may take one animal you know well and write several stories of it, giving to the whole a single title; as,

Bob, the Bull Terrier. Old Mack, the Farm Horse. An Autobiography of Tabby, the Cat. Adventures of Bunny Rabbit.

PLANNING THE STORIES

Plan your stories by making paragraph topics. How many paragraphs in the story of Picklock? What main thought does each one give?

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HERDS ON THE PLAINS

49

ORAL EXERCISE

STORIES OF ANIMALS

The following true tale of an Indian pony is given for you to enjoy, and to help you think of other stories of horses or other animals that you have read or heard:

RAGGLES

"Raggles" was a scrubby little Indian pony. He had been turned loose to shift through the cold winter for himself, and in his wanderings had come to the gate of one of the large ranches of western Kansas.

Mr. Hudson, the owner, seeing the shaggy little outcast hanging round, was about to drive him away, when his daughter Lillian begged her father not to do so.

"He looks so hungry," she said. "Let him in and feed him, papa."

Mr. Hudson opened the gate, and the pony accepted the invitation. He seemed to feel right at home. The ranchman inquired for the owner; but as no one came to claim the pony, Lillian took him for her own. "Raggles," she named him, because of his tangled mane and tail. He was better than he looked, however, and gave his little mistress many a jolly ride over the prairies.

A public school was opened that fall, about two miles from the ranch. Lillian would ride Raggles to school every morning and then send him home. About half-past three each afternoon, her father would saddle Raggles again, and away he would trot to bring his little mistress back to her home. If he reached the school too soon, he would wait till it was out.

That winter a terrible blizzard swept over Kansas.

Many people lost their lives, and cattle by the thousands were frozen to death. The storm came up about noon, and the air soon became so filled with snow and so terribly cold that men were lost going even from their houses to their barns. The children were in school.

Mrs. Hudson was afraid to trust Raggles to bring Lillian home, but Mr. Hudson was ill and there was no one else to go. She went to the barn, put the saddle on him, tied on plenty of warm wraps, and giving him a caress, told him to be sure to bring her girl home safely. The pony started off knowingly.

Then the parents waited anxiously. An hour passed. Another hour dragged by. Their anxiety became terrible as they watched with straining eyes through the blinding snow. Then to their great joy, appeared the brave little horse with his precious burden bundled up from head to foot. The teacher had tied Lillian to the pony and had turned him loose to battle his way home through the storm.

1. Does the description of Raggles bring to your mind any pony? Describe it.
2. What horse have you known well?
3. What experience have you had riding horses?
4. What poem about horses or horseback rides do you recall? Give a stanza, if you can.

50

PARAGRAPH PICTURES

I

By changing each black-type word, change this picture completely. See if you can make two or three different pictures:

The dog had a **surly** face. His bark was **gruff**. The

children all **feared** him. And well they might, for every time they came near he would give them a **savage** look and show a **snarling** mouth. It made them **shudder** to hear him **growl.** His name was **Mug**; it suited him exactly.

II

Create a paragraph picture of some dog, cow, horse, donkey, or other animal that you remember well.

51

ANIMAL TOPICS TO TALK ABOUT

I

ORAL EXERCISE

1. Be Good to Animals and They Will Be Good to You.
   Instances showing how animals respond to kindness.
2. How to Keep a Dog in Good Condition.
   What makes ugly-tempered dogs. How to train and care for dogs.
3. The Best Way to Feed and Care for Cats.
   Feeding, housing, etc.
4. Keeping a Horse in Condition to Give Good Service.

   Regularity in feed and drink, cleanliness, fresh air, exercise, kind treatment.

5. How to Make a Cow Make Money.
   Regular attention, cleanliness, kindness, feed.
6. Some Barnyard Mistakes You Have Observed.
   Unsheltered animals, the cost of uncleanliness.
7. Waste of Feed and Waste of Money.

   The cost of improper feeding; good arrangement of mangers, etc.

WELL-KEPT HORSES

8. Making Hens Lay in Winter Time.
   Warm coop, regular feeding, kinds of food, etc.
9. Training Animals.
   Kindness, patience, persistence, rewards.
10. Chores that Little Folk Can Do.

II

WRITTEN EXERCISE

When you have talked about these topics, choose one of them or some similar topic you like better and write a paragraph or two on it.

52

WORDS TO WATCH

I

Read these sentences aloud:

1. There is a bay horse in our field.
2. There are two bay horses in our field.

3. There was a spotted cow up by the spring.
4. There were two spotted cows up by the spring.

What do you observe about the words that follow **there?**
Use **there is** correctly in five oral sentences.
Use **there are** correctly in ten oral sentences.

II

Read these sentences also:

1. Here is your pencil.
2. Here are your marbles.

Tell why the change takes place.
Use **here is** correctly in three oral sentences.
Use **here are** correctly in ten oral sentences.

III

Fill these blanks with **is, are; was, were.** Justify your choice:

1. There —— two bay horses.
2. Here —— the donkeys we have been hunting.
3. There —— five sheep in the pasture yesterday.
4. Here —— the missing cow.
5. There —— two dogs chasing the cat.

When you are sure you are right, read the sentences several times.

IV

Use **here** and **there** with these forms:

Come, comes, go, goes.

Make eight sentences. Read them aloud. Practice on sentences of this kind till you have mastered them.

53

SOUNDS THAT GIVE TROUBLE

I

Read these sentences; be watchful of the black-type words:

1. The cruel driver **whipped** his horse savagely.
2. The cowboy **whirled** his lasso.
3. **When** we **whistle** to Rover, he comes bounding to us.

Make a list of words that begin with "wh," and practice them if you need such a drill. Note that the sound of "h" precedes the "w" sound in "wh."

II

The following words also need attention. Many boys and girls are careless in enunciating them:

What is that in your hand?
He brought it **for** me.
I thought it **was** for him.
I came **because** father sent **for** me.
Did you **and** Fred read the story of Rab?
No, neither he **nor** I have read it.
Did the horse run away **from** you?

Train your tongue to say these words correctly: **for, was, because, of, and, or, nor.** Do not forget other forms given before: **just, can, get, forget, yesterday.**

How can you best drill on these trouble-makers?

The proper enunciation of these little words, so often used, will make your speech much more agreeable.

54

REVIEWS

TONGUE TRAINING

Read aloud each of the following sentences twice:

1. Please **set** the table. 2. Please **lay** my book on the shelf. 3. Please **raise** the window. 4. Mary **set** the table this morning. 5. I **laid** your book on the shelf. 6. Mother **raised** the window. 7. The table **was set.** 8. The window **was raised.** 9. The book **was laid** on the shelf. 10. She **was setting** the table when I entered. 11. Tom **was laying** his book on the shelf. 12. Mother **was raising** the window.

When are the different forms of **set, lay,** and **raise** rightly used? Write on a slip of paper a sentence using one of the forms in black type. Exchange slips in class and listen closely while each pupil reads the sentence he gets.

PUNCTUATION PRACTICE

Copy the following paragraph, indenting it properly and placing in it the proper capitals and marks of punctuation. Give reasons:

ROCK THE RANCH DOG

rock was a clever cattle dog he lived on a ranch in idaho when the cowboys drove the cattle, rock would trot along with them if any cow lagged behind he would slip up and nip her on the heels sometimes when rock became tired his master would say up rock and the dog would leap upon the horses back behind the saddle and take a ride.

How does punctuation and capitalization help the reader?

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THE SPIRIT OF '76 — *Willard*

55

PARTNERS*

Mackie and Dannie were two little crippled boys in a hospital. Mackie could hobble about nimbly on his crutches, but Dannie was so helpless that he had to lie in his cot, or have his weak back propped when he sat up. Mackie was full of sympathy for his helpless companion, and he would spend hours of his time bravely trying to comfort and cheer Dannie.

"We're partners," he would say. "When I get bigger I'll be a bootblack and I'll go halvers with you in the money I make."

"But I couldn't help you," said Dannie; "I can't even sit up."

"Oh, you'll be better then," replied Mackie cheerily; "we'll run a candy stand, too; you can sit in your chair and tend to that."

It helped the little boys to build their air castles together in this way. They grew to be the truest of friends.

One night as they lay in their cots talking, the fire alarm was sounded. Then came the cry of "Fire!" The hospital was thrown into wild excitement. Nurses and attendants and firemen came hurrying into the rooms to save the patients. One by one the little boys in the ward were taken till only Dannie and Mackie were left.

*Adapted from Baldwin's *An American Book of Golden Deeds*. Copyright, 1907, by James Baldwin. Used by permission of the American Book Company, publishers.

"Don't get frightened, Dannie," called out his cheery companion. "The firemen said they'd come for us next."

But no one came. The smoke began to creep into the room. They could hear the fire crackling. Dannie urged Mackie to save himself.

"No," said the little hero firmly, "so long as we're partners, I don't leave you; we'll go together. Put your arms around my neck, Dannie; now hold tight and don't breathe any more smoke than you can help."

Dannie struggled up painfully, and out of the room Mackie hobbled with his clinging burden. Down the long hall through the cruel flames and smoke, slowly he made his way. The rescuers outside had given up all hope of saving the boys; it was too great a risk to dare the angry fire again.

Suddenly their ears caught a strange sound — "Clack! clack! clack!" It was the noise of Mackie's crutches on the floor. Nearer and nearer the sound came till out of the smothering smoke came the little crippled hero, bearing his helpless burden.

Strong arms caught and carried the little sufferers to safety. Mackie fainted, he was so burned and exhausted; but they brought him back to consciousness, and after he had asked about his companion, he explained quietly, "Dannie is my partner, you know."

You will enjoy reading more of the golden deeds in Mr. Baldwin's story book. He has written many other delightful books for boys and girls.

56

MORE STORIES TO TELL

Here are a few more stories of brave boys and girls. Tell your classmates any of these, or similar stories you may know:

The Leak in the Dyke, by Alice Cary.
Hetty Marvin, the Truth Teller.
Casabianca, by Felicia D. Hemans.
Moni, the Goat Boy.
Grace Darling.
How Andy Saved the Train.

57

EVERYDAY HEROES

Think now of the brave boys and girls you have met.

1. What fine deed of theirs do you know about?
2. What is the bravest thing you ever saw a boy or girl do?
3. What is the kindest act you ever saw?
4. What is the most unselfish act you have ever seen?

If you cannot call to mind some especially worthy act you have observed, tell one about which you have heard.

Boys and girls often think that to be a hero one must be a general or a knight. Every day brings opportunities for even the commonest people to be heroes, to be true knights and ladies.

What knightly or ladylike deeds have you ever seen on the playground, in the home, on the street or elsewhere? These suggestions may help you think of something:

1. Saying "No."
2. Against the Crowd.
3. The Real Coward.
4. Protecting Little Folk.
5. Fighting for Fair Play.
6. Kind Deeds to Dumb Creatures.
7. Home Heroes.

8. Making Old Hearts Happy.
9. An Unselfish Act.
10. Taking Defeat Cheerfully.
11. Knights and Ladies of the Schoolroom.
12. Helpful Hands.
13. A Pleasant Surprise.
14. Overcoming a Bad Habit.

58

A BOOK OF GOLDEN DEEDS

When you have talked of these and like topics, write the best story you call to mind. Tell the tale as interestingly, yet as truthfully, as you can. Begin the story in some such way as follows:

1. We didn't think Sam had much fight in him. He always seemed so kind and peaceful; but that day ———
2. The old man did look queer, of course. But the boys did wrong to ———
3. It always seems so easy for Mary to make people happy. She is so ———
4. He was the kindest driver I ever saw. His horses always ———
5. We were playing ball when it happened. The boys ———

59

POEM STUDY

The following poem may help you think of some kind deed to relate:

SOMEBODY'S MOTHER

The woman was old, and ragged, and gray,
And bent with the chill of the winter's day.

The street was wet with the recent snow,
And the woman's feet were aged and slow.

She stood at the crossing and waited long,
Alone, uncared for, amid the throng
Of human beings who passed her by,
Nor heeded the glance of her anxious eye.

Down the street with laughter and shout,
Glad in the freedom of school let out,
Came the boys like a flock of sheep,
Hailing the snow piled white and deep.

Past the woman so old and gray,
Hastened the children on their way,
Nor offered a helping hand to her,
So meek and timid, afraid to stir
Lest the carriage wheels or the horses' feet
Should crowd her down in the slippery street.

At last came one of the merry troop,
The gayest laddie of all the group;
He paused beside her and whispered low,
"I'll help you across if you wish to go."

Her aged hand on his strong young arm
She placed, and so, without hurt or harm,
He guided her trembling feet along,
Proud that his own were firm and strong.

Then back again to his friends he went,
His young heart happy and well content.
"She's somebody's mother, boys, you know,
For all she's aged and poor and slow;

"And I hope some fellow will lend a hand
To help my mother, you understand,
If ever she's poor, and old, and gray,
When her own boy is far away."

And "somebody's mother" bowed her head,
In her home that night, and the prayer she said
Was, "God be kind to the noble boy,
Who is somebody's son and pride and joy."

1. Some one has said, "The best way to learn the hearts of boys or girls is to watch how they treat old people and little folk." What do you think of the saying?

2. What kindly act of your experience does the poem suggest to you?

3. You will wish to memorize this poem. It is worth it.

4. If you desire, you may write your "golden deed" story in verse.

60

REVIEW

I

CONTRACTIONS

1. Copy from the poem just given, and from the story of *Partners*, all the contractions. Write them in full.

2. Why are contractions so freely used in *Partners?* Why in the poem?

3. What is the rule for writing contractions?

II

QUOTATIONS

1. What quotations are found in the poem and in the story just named?

2. How is the conversation in *Partners* paragraphed?

3. How does each quotation begin?

4. How many of the quotations require two sets of marks?

5. What effect have the quotations on the spirit of the story?

6. You will find that using quotations will brighten your stories.

61

A VALENTINE SUGGESTION

Good St. Valentine, after whom the holiday is named, would have us remember his day by doing beautiful things for those we love. St. Valentine's Day is a day on which to remember our friends, not our enemies; or if we remember our enemies, we should do it in a friendly spirit. Here are some suggestions for you to talk about and follow, if you like them:

I

LETTERS OF FRIENDSHIP

Write some letters of friendship to people you would like to make happy. Somebody's mother or father would be glad to get such a letter; so, too, would many an old lonely heart, or even some friend you have not remembered for a while. Then there are others you would like to make glad. Take this pleasant way of doing it.

Letters of friendship should be free and easy in style, and should carry the best spirit of the writer. When one reading such a letter says, "Isn't that just like Tom or Mary? I can just hear him or her as I read this," then the letter is filled with the spirit of the writer.

II

A LETTER FROM A BRAVE BOY

The following letter was written by a boy of about your age, just before he underwent a very serious operation.

Note how cheerily he writes to his sister; it was the last letter the brave little boy ever wrote:

Peter Bent Brigham Hospital,
Boston, Mass., Jan. 2, 1917.

Dear Nell:

I was going to write to you yesterday, but I was too busy. I was up in the wheel chair looking out of the window watching people, street cars, and automobiles, and listening to the chimes. They strike every fifteen minutes.

The only visitor we have out of the hundreds that come and go every day is Daddy.

The nurse pushed me out on the porch with blankets and robes around me. Mama could not stand it to be out, it was so cold; but Daddy stayed with me. We watched the pigeons and sparrows for half an hour and then came in.

I haven't been out of bed to-day. I had a headache and I lost my dinner; but I feel fine now. I get very angry at mama because she kisses me only about forty times a day. She says she does it more, but she doesn't know.

I have sandwiches very often and they are mostly chicken sandwiches too.

Dr. Curtis came in this morning with five other doctors and a nurse. They seem very slow, but we think they are getting at my trouble now. The attendants came in the other day and weighed me. I tipped the scales at sixty-seven pounds — not ounces. Can you beat that?

Give my love to everybody and tell them that I am all right. With love,

Milton.

Think of the letters you receive from your friends. Are they "newsy"? What do you like best about them?

REVIEW

How shall the heading of the letter be written? the greeting? the complimentary close? How shall the envelope be addressed? Be careful to fold your letters neatly.

62

TWO BRAVE AND HONEST BOYS

I

CONVERSATION AND STORY-TELLING

1. February brings two birthdays which every true American loves to remember. What are they?

2. Why are the names of Abraham Lincoln and George Washington so lovingly remembered by the people of our country?

3. Tell some interesting story you have read or heard of either of these great men.

4. What kind of boys were they? What kind of men did they become?

II

You have probably heard the following stories of their boyhood, but you will enjoy them again:

WASHINGTON AND THE COLT

The people of Virginia have always taken great pride in their splendid horses. It was so when Washington was a boy. Lady Washington, his mother, owned many noble animals; and George became at an early age a skillful rider. Among their horses was a young, high-spirited

colt. Of this young animal the mistress of the plantation was especially fond.

One day George and some friends, who were visiting with him, went into the field where the colts were feeding. In a spirit of fun, the boys endeavored to catch and mount the animals. One of the colts had never been ridden. It would not let George's friends come near; but young Washington finally managed to approach the fiery colt; and when he had soothed it with kindness, he leaped upon its back. The colt reared and plunged, but the boy kept his seat. Then the animal broke into a wild run across the fields, and again it made a frantic effort to free itself from the intrepid young rider. This last struggle cost the colt its life; for it burst a blood vessel and fell dead.

George was shocked and saddened at the fatal outcome of his rash act. He did not know how his mother would receive the news; but he went straight to her and told her manfully what he had done.

"My son," said his mother calmly, when she had controlled the flush of anger which at first swept over her, "I am sorry indeed to lose the colt; but I am proud to know that I have a son who has the courage to tell the truth."

How many paragraphs in the story? What is the main thought of each paragraph?

III

LINCOLN AND HIS BOOKS

Abraham Lincoln was born in the backwoods of Kentucky in the days when books were scarce. The boy had almost no schooling except that given him in his cabin home by his mother; yet he grew up to be one of the best-read and wisest men our country has ever produced.

His great learning came from his love of good books, the seeds of which were first sown by his mother and one or two teachers he chanced to have for a very little while. These seeds fell upon good soil; they were cultivated most faithfully by the boy himself, who was never satisfied so long as there was something to read and learn.

Love of good books was a passion with the boy Lincoln. Night after night he would sit by the fireplace, poring over the few volumes that the poor home possessed, or those he could borrow from the neighbors. To give himself light to read, he would keep throwing spicewood on the coals.

It is told of him that he once walked six miles to get a certain rare book. He sat up far into the night to read this precious volume, and when he finally climbed up into the loft to his bed, he carried it with him to lay between the logs near his pillow that he might read it as soon as morning broke. But during the night a storm came up and wet the book so badly that it was warped and discolored.

The boy was sorely distressed over the misfortune, the more so because the book belonged to some one else. He carried it back to the owner, explaining manfully how it had happened, and offered to pay for the damaged volume. The man told Lincoln he might have the book if he would work three days at husking corn. The boy gladly accepted the offer. He worked hard to make things right. At the end of the third day he returned home with the precious book all his own.

Among the books that Lincoln learned as a boy to know and love were the Bible, *Æsop's Fables*, and Weems' *Life of Washington*. Of this last book he once said:

"I remember all the accounts there given of the battle-fields and struggles for the liberties of the country, and

none fixed themselves upon my imagination so deeply as the struggle at Trenton. The crossing of the river, the contest with the Hessians, the great hardships endured at that time—all fixed themselves on my memory. I recollect thinking then, boy even though I was, that there must have been something more than common that those men struggled for."

1. How many paragraphs in this story?
2. What is the main thought in each paragraph?
3. What books that you have read have impressed you most?
4. What kind of boy does this story reveal Lincoln to have been? Write five words that describe his character as shown here.

IV

OTHER STORIES

Find and read in some history the story of how Washington crossed the Delaware and gained the victory at Trenton.

Ask your teacher to tell you *The Soldier's Reprieve, The Sleeping Sentinel,* or some other story of Lincoln.

Perhaps you can tell some other choice stories that you have read of these great men.

63

EXPRESSIONS TO AVOID

There are some useless and careless expressions, in addition to those previously mentioned, that mar our speech. Dr. Oliver Wendell Holmes suggests one of them in this bit of excellent advice:

Speak clearly, if you speak at all;
Carve every word before you let it fall;
And when you stick on conversation's burs,
Don't strew your pathway with those dreadful *urs*.

Memorize the verse. Be careful to heed his advice as you recite it.

The **"ur"** habit is very annoying to those who listen. So also are the **and, why, well,** habits. We might almost call these the "stuttering habits." Try to overcome them when you speak or tell your stories. Such exercises as this will help you:

Tell three or more things of Lincoln without using any of the expressions above. Take other topics and do likewise.

Try in telling your stories to avoid the over-use of **and, well,** and **why.**

64

ORAL EXERCISES

Practice reading aloud the following quotations till you can "carve clearly" every word in them:

1. Act, act, in the living present,
Heart within and God o'erhead.

—*Longfellow.*

2. Honor thy father and thy mother; that thy days may be long in the land which the Lord thy God giveth thee.—*The Bible.*

3. Along the street there comes
A blare of bugles, a ruffle of drums.
A flash of color beneath the sky;
Hats off!
The flag is passing by.

—*Henry Holcomb Bennett.*

4. Consider the lilies, how they grow; they toil not, neither do they spin; and yet I say unto you, even Solomon in all his glory was not arrayed like one of these.—*St. Luke 12:27.*

5. This above all: to thine own self be true;
And it must follow, as the night the day,
Thou canst not then be false to any man.
—*William Shakespeare.*

Be prepared to recite clearly and expressively some quotation, some stanza, or some poem, that you have learned to love.

65

WORD DRILL

Practice pronouncing the following words. Be careful to enunciate clearly every sound in them:

1. Most, best, first, worst, crust.
2. Finest, proudest, rudest, thickest, breakfast.
3. Anything, everything, something, nothing.
4. Boil, toil, oil, soil, choice.
5. More than, better than, quicker than, easier than.
6. Hannah, Anna, Sarah, Maria.
7. Itself, himself, yourself, myself.
8. Thirst, third, thirty, birch.
9. Spirit, visit, satin, robin, pupil.
10. Gladness, kindness, business, goodness, sickness.
11. Everybody, nobody, somebody, anybody.
12. Slippery, memory, history, factory, poetry.

The foregoing groups represent words that are likely to give the tongue trouble. Each group may be readily increased by many like words.

SPRING WORK

66

A TALK ABOUT SPRING DUTIES

I

1. What work does springtime bring to the farmer? to the gardener? to the housekeeper? to boys and girls? to the animals and the birds?

2. What spring work can boys and girls do to make their homes and the city they live in, cleanly and beautiful?

3. Discuss these topics:

Making the fences tidy.
Hedges: how to plant and grow them.
The lawn: planting and keeping it.
Walks: gravel, cinder, cement, board.
Shade trees: kinds; planting.
Flowers or weeds—which?
Window flowers: how to grow them.
Vines covering unsightly buildings.

II

GROWING GARDENS

What is the most interesting plant you have ever grown in a garden? What are the various good things to eat that are grown in gardens? Make a

A SCHOOL GARDEN

list of ten garden plants. Choose the one you know best and tell all you can about raising it.

Follow some such outline as this:

How was the soil prepared? How were the seeds planted? What were the first signs of growth? How did the plant develop? When and how was it gathered?

67

RAISING THE BEST

Take any of these or like suggestions to talk and write about:

1. How to make radishes grow crisp and juicy.
2. How to raise crisp and tender lettuce.
3. What it takes to produce good turnips, beets, carrots.
4. How to get good early potatoes.
5. Peas: how to get a good crop.
6. What beans require to grow early and good.
7. Asparagus: how to make it tender and good.
8. Corn: how to raise it.

Or take any other garden plant you know and like.

9. What can you tell of growing strawberries, raspberries, currants, gooseberries, dewberries, or other small fruits?
10. What of the picking and marketing of such fruits?

Write a paragraph or two on any of the foregoing topics.

MAKING A GARDEN OF YOUR OWN

Have you ever tried growing a garden of your own? Let each pupil plant and raise something. If you have no land, make a box garden.

PLAN FOR MAKING THE GARDEN

Discuss: 1. What you would like to raise; 2. Selection of seeds; 3. Preparation of the soil; 4. Planting; 5. Cultivating; 6. Moisture; 7. Preparing for market.

Discuss also: 1. The benefits that come from gardening; 2. A school fair at which your products may be exhibited; 3. Experiences you have had at gardening.

68
RAISING CHICKENS

I

What experience have you ever had raising chickens? What was your success?

What kind of chickens do you like best? Which breeds are the best egg producers? Which breeds are the best for meat? Which kinds are good for both eggs and meat?

II
DEBATES

Here are some topics for you to debate:

Resolved, that the White Leghorn is more profitable than the Plymouth Rock. (Or name other breeds and discuss them.)

Resolved, that the incubator is more profitable than the hen for hatching chicks.

III
CARE OF CHICKENS

Discuss these topics:

1. How to build a good chicken coop.
2. The foods a chicken should have.

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CHICKENS FEEDING

3. How to keep chickens well.
   (Cleanliness, feed, water, warmth, insect pests.)
4. How to hatch chickens.
   (a) By means of hens.
   (b) By means of incubators.
5. Care of young chicks.

69

BUSINESS LETTERS

I

In making your garden, or in preparing to raise chickens, you will need to do some business. You must order your seeds and tools, or your materials for coops, or your food supplies, or chickens and eggs, or any other necessities. Write to several firms **business letters** ordering the different things you want.

SUGGESTIVE EXERCISES

Take any of the following exercises or similar ones, and work them into letter form:

1. Order a supply of chicken feed, grains, etc., from some firm that carries such supplies.
2. Order materials to make a chicken fence.
3. Order eggs for setting.
4. Order any special supplies necessary to carry on the business properly.

How do **business letters** differ from **friendly letters?** In what respects are the two kinds alike?

Study this model before answering:

Shelley, Idaho, March 2, 1912.

Eagle Rock Lumber Co.,
Idaho Falls, Idaho.

Dear Sirs:

Please ship to me by freight at once:

12 pieces common lumber 1″x10″x12 ft.
8 pieces common lumber 2″x 4″x16 ft.
2 pieces common lumber 1″x12″x12 ft.
1 roll tar paper.
12 ft. wire netting, one-inch mesh.

The bill will be paid on receipt of the invoice.

Yours truly,
Henry Smith.

A business letter should be **clear, correct, concise,** and **courteous.**

II

MONEY ORDERS, CHECKS, AND RECEIPTS

To do business you will need to send money. Do you know how to obtain a money order, or make out a check or a receipt? You can get some blank checks and receipts to practice on; or you may make the forms for yourselves.

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SPRING IS HERE

SPRINGTIME FUN

70

APRIL NONSENSE

Did you ever give anyone a merry laugh by telling a joke?

What is your funniest story? Be careful now to think of one that is full of fun, but will give no offense. This may remind you of a good one:

HOW IKEY GOT HIS NAME CHANGED

A certain man once came to a school.

"May I speak to my little boy, Ikey Johnson?" he asked of the teacher who greeted him at the door.

"Ikey Johnson?" the teacher repeated in a puzzled tone. "We have no boy here by that name."

"Oh, yes, you have, Miss Teacher," replied the man. "I beg pardon, but my little boy Ikey goes to this school. If I may look into the room, I can find him."

"Certainly," responded the teacher, opening the door of the classroom.

"There is he," said the man, pointing to an urchin with unkempt hair; "that's Ikey Johnson."

"Oh, no," the teacher objected; "that's not Ikey Johnson; that's Ikey Go-wash. At any rate, that is the name he gave to me—'Ikey Go-wash.'"

"Oh, I see," said the man, laughing; "he's made a little mistake. His mother has told him, 'Ikey, go wash,' so many times that he thinks it's his name; I see how it is."

What amusing story does this one of Ikey bring to you?

71

FUNNY HAPPENINGS

I

ORAL EXERCISE

Very amusing things often happen in the schoolroom, on the playground, and elsewhere. What is the funniest thing you have ever seen or heard in real life? Here is another little incident to remind you of something jolly:

WHAT HAPPENED TO THE WINDOW

A little girl came crying to her teacher.

"What is the matter, Mary?" the teacher asked.

"B-broke the w-w-window with my ball," was the tearful reply.

"How did you come to throw your ball through the window?"

"The b-b-ball d-didn't go th-th-through," sobbed Mary; "but the h-hole did."

II

WRITTEN EXERCISE

After you have exchanged jokes orally, write one or more of the best you have as cleverly as you can.

You will probably need to use conversation to make it bright and lively. How should the conversation be marked and paragraphed?

Make a book of jolly yarns and spin them for the pleasure of others. Try it. See that the stories are both bright and clean.

72

NONSENSE RHYMES

Did you ever try writing nonsense rhymes? Here are some that certain pupils of about your age composed:

"Where are you going, my pretty maid?"
"I'm going to school, kind sir," she said.
"May I go with you, my pretty maid?"
"Yes, if you'll carry my books," she said.

"What is your name, my pretty maid?"
"My name is Virginia, sir," she said.
"Is there aught I can do for you, pretty maid?"
"Do my arithmetic, sir," she said.

Cock a doodle do!
Teacher's lost her switch,
She's also lost her eye-glasses,
And doesn't know which is which.

Arthur and Will climbed up the hill
To get a problem or two,
But Arthur fell down on a decimal round
And Will went tumbling too.

SUGGESTIONS

Try a new version of *Hey Diddle Diddle*, of *The Man In the Moon*, of *Sing a Song of Sixpence*, or of other Mother Goose melodies. Make a book of nursery rhymes brought up to date.

Try various alphabets in rhyme — the flowers, the birds, the animals, your playmates, or others.

73

A PROGRAM SUGGESTION

"An Hour of Fun," — why not plan such an hour of amusement for some other class?

1. Use your funniest jokes and your nonsense rhymes.
2. Add a few rollicking songs.
3. Read some humorous stories, such as *How Tom Sawyer Whitewashed the Fence*, by Mark Twain, and *The Day of Judgment*, by Elizabeth Stuart Phelps.
4. Recite some poems such as *The Sugar Plum Tree* and *Seein' Things at Night*, by Eugene Field; *The Raggedy Man*, *Little Orphant Annie*, *Alex's Bear Story*, and others, by James Whitcomb Riley.
5. Dramatize some story that is full of fun.

74

USING WORDS WITH CARE

Read these sentences, noting carefully how the black-type words are used:

1. The man told a **funny** story. We laughed **merrily.** He made a **comical** face.
2. That was a **clever** joke you played on us. How did you think of it?
3. It was a **jolly** time we had. We sang and danced.
4. Isn't Jane a **queer** girl? She doesn't seem to enjoy herself with other children.
5. John is a **witty** chap. He is full of clever jokes and sayings.

After studying the words as they are properly used in the foregoing sentences, tell, if you can, the correct use of the words **witty, comical, queer.**

The word **funny** is likely to be over-used. **Funny** means **laughable.**

A person is funny when he makes fun.
A joke is funny when it causes laughter.

75

TONGUE TRAINING

Read aloud the following:

1. He gave it to me. He has given it to me.
2. She spoke to the man. Has she spoken to the man?
3. The boy broke the pitcher. The pitcher was broken.
4. They took the ball. They have taken the ball.
5. He chose the red top. He has chosen the red top.
6. The river froze last night. The river is frozen.
7. The tree fell. The tree has fallen.
8. The cowboy drove the cattle home. The cowboy has driven the cattle home.
9. We ate strawberries. The strawberries were eaten.
10. I wrote the letter. The letter was written.
11. The officer rode a horse. A horse was ridden by the officer.
12. A dog bit the child. The child was bitten by a dog.
13. The woman wove a carpet. A carpet was woven by the woman.
14. The wind shook the trees fiercely. The trees were shaken fiercely by the wind.

TONGUE TRAINING

Read these sentences aloud several times:

1. Rise and follow me.
2. Lie down and rest.
3. Sit in the rocker.
4. He rose early.
5. He lay on the couch.
6. The boy sat on the porch.
7. The moon has risen.
8. Father has lain down.
9. Tom has sat on the porch an hour.
10. I saw the boys lying on the grass.
11. The sun was just rising when I rose.
12. Mary is sitting out under the tree.

PUNCTUATION PRACTICE

Read the following stories. Why are they rather difficult to make out?

Copy the stories, placing capitals and punctuation marks, and paragraphing where needed. Then read them:

1. Mother wishes to buy sixty spools of number one thread said a small boy rushing into a store you must mean one spool of number sixty thread returned the clerk smilingly i dont know ill have to find out the boy started towards the door then suddenly he turned and said never mind it wont make any difference it has to be charged anyway.

2. What are you running for asked a man of a lad who was dashing along the street to keep two little boys from fighting came the hurried reply thats right said the man who are the boys tommy smith and i.

BIRD LIFE

76

STUDY OF POEM

Listen closely as your teacher reads these stanzas aloud:

Do you ne'er think what wondrous beings these?
Do you ne'er think who made them and who taught
The dialect they speak, where melodies
Alone are the interpreters of thought?
Whose household words are songs in many keys,
Sweeter than instrument of man e'er caught!
Whose habitations in the tree tops even
Are half-way houses on the road to heaven!

Think, every morning when the sun peeps through
The dim leaf-latticed windows of the grove,
How jubilant the happy birds renew
Their old melodious madrigals of love!
And when you think of this, remember, too,
'Tis always morning somewhere, and above
The awakening continents from shore to shore,
Somewhere the birds are singing evermore.

— *From "The Birds of Killingworth," by Henry Wadsworth Longfellow.*

1. What is the language of the birds?
2. How do they express their thought and feelings?
3. What does "dialect" mean?
4. Explain "melodies alone are the interpreters of thought,"

PHOTOGRAPH BY JOHN KABEL

SEA GULLS

"household words are songs in many keys," "dim, leaf-latticed windows of the grove," "half-way houses on the road to heaven," "madrigals of love"?

Learn the last three lines of the second stanza.

77

THE BIRDS OF KILLINGWORTH

This poem tells how the farmers in the town of Killingworth grew alarmed and angry because the birds were taking some of their grain and fruit. The Squire called a meeting, and he, with the stern old parson and the deacon, came to listen to the complaints of the farmers.

Everyone had something to say against the birds. When they had finished, the teacher arose. He made an eloquent speech in defense of the birds. Part of what he said is in the stanzas you have just read. But nothing he could say made any difference to the farmers. They were determined to kill the birds; and they did kill them.

The next year the insects had their way. The land was made desolate. The farmers saw their mistake and brought back birds to their town and turned them loose to nest and sing again.

1. Suppose you had been in the meeting, what would you have said in favor of the birds?

2. Write a paragraph expressing your reasons why the birds should not be killed.

78

A PIONEER STORY OF THE BIRDS

Springtime in Utah would hardly be spring without the gulls. These beautiful birds to that state are almost what the storks are to Holland. They come every year to

gladden the valleys around the Great Salt Lake with their thrilling cries. They flock upon the fields, lighting like doves around the farmer as he plows his land. Yet no hand is lifted against them. No child would think of throwing a stone at them. They are hailed as welcome guests; for long ago they saved the pioneers from famine, and the children of the pioneers will always think of the gull as an almost sacred bird.

The pioneers reached their journey's end late in the summer, too late to raise any food that year. They could not carry much across the plains. It was hard, indeed, to live through the winter; but they managed to pinch along and to save a little seed.

As soon as spring opened this precious seed was sown. The gardens and fields were soon growing well. They spread like a green carpet among the gray sagebrush. The settlers were rejoicing in the hope of a good harvest.

Then came the black crickets. These ugly insects, larger than the largest grasshopper, began to come down out of the hills. "Army crickets" they were called, because they did not fly, but marched. And they devoured every blade of grass or leaf in their way.

The pioneers grew alarmed as this strange foe began to attack their fields. Men, women and children turned out to fight the pest. They drove the insects into ditches to drown them. They piled rushes in the paths and when these were filled with crickets, they set the rushes on fire. The people beat the crickets with willow whips; they drove herds of oxen back and forth to crush them. But all their efforts seemed in vain. The black plague steadily increased.

A terrible fear swept over the people. They were facing famine. To make matters worse, two thousand more

emigrants were on their way West. They, too, were depending on this harvest. In this distress, the pioneers appointed a day for fasting and prayer. They turned to the Lord for help.

Their faith was surely rewarded. For out of the Great Salt Lake came the gulls — thousands of them. What a screaming they made as they winged their way over the valley looking for food. Suddenly they began to settle down on the fields. The settlers feared that the birds would complete the destruction of the crops.

Their fear turned to joy, however, when they saw the gulls begin to devour the crickets. All day long the birds fed on the pest, and day after day they continued to gorge themselves until the plague was completely destroyed.

The grain fields, scanty enough at best, had been badly dealt with, but enough of the crop was saved to keep the people from starving.

1. What kind of bird is the gull? Where do the gulls live?
2. What other insects besides crickets destroy crops?
3. Have you ever heard of a grasshopper plague? Tell of it.
4. Give some other tale you have heard your parents or some "old settler" tell of pioneer times.

79

FEATHERED FRIENDS

The gulls are not the only birds that have saved people from famine. If it were not for the work of these feathered friends of ours, we might go hungry ourselves every year. Listen to these words from a student of the birds:

BIRD MONEY-MAKERS

Birds make money for us, not for themselves. The yellow warbler saves the peach and other orchard trees

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ON AN OSTRICH FARM

from destruction by plant-lice. Fly-catchers and swallows help to clean the air from flying ants and other day-flying insects. Chickadees spend the winter picking out insect eggs from under the bark scales and thus prevent a yearly scourge of canker worms that would kill our forest trees.

Woodpeckers are tree-surgeons that operate on and cure trees, infested by larvae of boring beetles. The meadow lark keeps down the grasshoppers, and thereby saves our grasses. It is estimated by our governmental experts that these birds, by killing the "hoppers," add $356 worth of hay every year to each hay-land township.

Besides these are the hawks, which destroy gophers, ground squirrels, field mice, and wild rabbits. The owl, too, protects us from these rodents.

There are seed-eaters also, winter birds, doves, and native American sparrows. These birds consume a vast quantity of weed seeds every year. Every farmer boy should certainly be thankful to them for this good work. —*J. H. Paul,* author of *Out of Doors in the West.*

1. What plants have you seen infested with lice? How can these tiny insects destroy trees?
2. Have you noticed insect eggs and cocoons hiding under the bark of the trees? Try to find some.
3. What are "canker worms," "larvae"?
4. When have you heard the tapping of a woodpecker? What is this bird usually hunting for when he taps the trees?
5. Tell of any other good work you have watched the birds doing.
6. Give the names of all of the birds that you know well.
7. Write a sentence about each of five of these birds, telling what each does to help us; as, The meadow lark saves hay for our cows and horses by destroying the grasshoppers. I saw a robin kill a caterpillar in our garden.

80

BIRD ENEMIES

1. What are the chief enemies of birds? Name five.
2. What keeps birds from doing the most good to the farmer?
3. You will find the sketches of John Burroughs, *Bird Enemies* and *Tragedies of the Nests*, most interesting here. They are found in his book, *Birds, Bees, and Other Studies in Nature.*

BIRD PROTECTORS

4. What can boys and girls do to help preserve our birds?
5. Have you ever thought of forming an Audubon Society? What could such a society do?
6. Why should societies be formed to protect birds?

81

A BIRD DIARY

Keep a diary of your observations of the birds for two weeks. Be careful how you abbreviate the names of the months and how you punctuate and paragraph. Here is a good form to follow:

Feb. 28, 1912.

I saw two robins to-day. They lit in an old apple tree near the house. They seemed cold and hungry. I threw them some crumbs, but they thought it was a stone, I suppose, for they flew away.

March 1, 1912.

A meadow lark sang from the fence near our field this morning. He seemed to have several songs. I tried to whistle like him, and he would answer me.

82

BIRD LETTERS

Imagine that you are some bird just returned from your winter's visit to the South. Write a letter to

some bird friend telling in a chatty way of your experiences on your return. The following letter will suggest one way to do it. There are many other ways. Try, as did this pupil, to be clever and original:

Birdville, Treetop, April 15, 1910.

My dear Mrs. Buzzer:

Your letter was received a few days ago. I used this plan to build my nest. I think it is a very good one:

Five slender sticks.
Five billfuls of moss.
Three dozen horse hairs.
Two long strings.
One dozen threads.
Four chicken feathers.

The sticks are better if slightly curved. Place the sticks at some place in the tree where the branches fork. Bind them on with a string. Fill in with the moss. Then shape the nest and line it with the threads and horsehairs. Put the feathers in so that they will cover all of the inside of the nest.

This plan makes a very comfortable house.

Sincerely yours,
Merry Hummer.

The following suggestions will help you think of different things to write about:

1. Johnny Sparrow might tell of his narrow escapes in the street.
2. Mrs. Robin might talk of bad boys.
3. Mr. Duck could have some thrilling adventures with dogs and hunters.

4. Mrs. Bluebird might tell how she brought happiness to a little child who was ill.

5. The jolly old crow could tell how he fooled the farmer.

6 The blackbird might tell of boys he has known.

7. The quail could give an account of several narrow escapes he has had from boys, dogs, foxes, and others.

8. Mrs. Meadow Lark might chat of her house-cleaning troubles.

Other birds also would have interesting experiences to talk about.

83

BIRD FRIENDS

Of all the birds you know well, which do you like the best? Why?

Make a paragraph picture of your favorite bird; study him carefully, and be sure you know him well. Then try to suggest his spirit, his form, his dress, his song, his movements, his home, his food, by writing a paragraph describing the bird.

Select other birds also, and study them.

Describe some bird orally, without naming it. The class may guess what bird you have in mind.

84

WORD STUDY

I

To describe our birds, we need a rich vocabulary. The English language is full of choice words to describe birds. Read this paragraph from a bird-

lover, and note the wealth of words he commands. Read aloud and listen:

It was a thrilling day during the middle of April. Robins were numerous, noisy, and busy; meadow larks were ringing their glorious outbursts from every point of the compass; house finches sang their sprightly ditties from the trees; the "sweet, sweet, tsee" of the yellow warbler could be heard; the silvery whirr of the humming birds was frequent; lark sparrows poured forth their strong, wild music; the chipping sparrow trilled from the orchard boughs; like living balls of pure gold and green, with glossy, blue-black caps, the pileated warblers flashed among streamside shrubbery; a long-tailed chat twice showed itself; orioles whistled and clucked from tall trees; several of the smaller flycatchers were at work snapping up insects; bluebirds "churred" above my head; a kingbird scolded and screamed his emotions; and several other birds whose identity I was not sure of, passed in flight. All these I saw and heard during a walk of two hours. Outings bring much to those whose ears and eyes know how to look and listen.—*J. H. Paul.*

II

FINDING CHOICE WORDS

1. Find in this sketch all the words the author uses to suggest the songs of the various birds; as, **trilled.** Write them in a list.

2. What other words do you know that suggest bird music? See if you can give twenty words expressive of bird songs.

3. Make a list likewise of the words the author uses to suggest the movements of the birds; as, **flashed.** Add ten other words if you can.

4. Make a list of words that suggest the color of birds; as, **red-breasted.**

85

BIRD SPIRIT

Each bird reveals a spirit or nature of its own:

The humming bird is a dainty little fairy.

The eagle is strong and kingly, full of power.

Write five other like sentences to suggest the spirit of five other birds you know well; as, the bluebird, the meadow lark, the robin, the sparrow, the hawk, the bobolink, the magpie, the crow, the owl, the mourning dove, the quail, the blue jay, the wild goose.

86

BIRD POEMS

The following verses were written by pupils of about your age:

THE ROBIN

The robin lives in the cherry tree,
Just as happy as he can be.
  Cheer up! cheer up! cheer up!
The rosy cherries are juicy and ripe—
To the robin family a great delight.
  Cheer up! cheer up! cheer up!

—*Emily Brinton.*

HUMMING BIRDS

Tiny humming fairies,
Darting through the air,
Sipping sweets from dainty cups,
Flitting here and there.

—*Jeanette Groo.*

By writing verses try to reflect the spirit of one of the birds.

When each has produced a little poem about some bird, the poems may be read to all. Then make careful copies of your poems in ink on uniform paper

and have them bound in a little bird booklet. Illustrate your bird songs if you wish.

A BIRD ALPHABET

Try to make a bird alphabet in rhyme. One pupil began such an alphabet in this way:

"A is for auk which lives near the wet;
B is for blackbird with body of jet."

Think of other birds whose names begin with c, d, e, f, g, and the rest of the letters. Each pupil might make a rhyme about one bird. Then have the alphabet read in order.

87

POET PICTURES OF THE BIRDS

Read these stanzas aloud and listen to the bird music in them:

Merrily swinging on brier and weed,
Near to the nest of his little dame,
Over the mountain-side or mead
Robert of Lincoln is telling his name—
"Bob-o-link! bob-o-link!
Spink, spank, spink!
Snug and safe is this nest of ours,
Hidden among the summer flowers,
Chee, chee, chee!"

William Cullen Bryant.

Rollicking Robin is here again,
What does he care for the April rain?
Care for it? Glad of it! Doesn't he know
That the April rain carries off the snow
And coaxes out leaves to shadow his nest,
And washes his pretty red Easter vest,

And makes the juice of the cherry sweet,
For his hungry little robins to eat?
"Ha, ha, ha!" hear the jolly bird laugh;
That isn't the best of the story, by half.

—*Lucy Larcom.*

Read these stanzas aloud again and again until you catch the sound of the bird song in the poems.

A BIRD DAY PROGRAM

Your stories and poems and songs would make a delightful program for you to enjoy with your parents and friends. Why not prepare to give them such an entertainment?

Follow these suggestions:

1. Learn some songs about the birds and sing them.
2. Have certain pupils give little talks on such subjects as these: Our Feathered Friends; How Boys and Girls can Protect the Birds; Story of "The Birds of Killingworth."
3. Choose poems of pupils to be read.
4. Recite bird poems from different poets. The following and other good poems may be used for this purpose:

The Bluebird, Emily Huntington Miller.
The Merry Brown Thrush, Lucy Larcom.
Robin's Secret, in "Child's Calendar Beautiful."
The Meadow Lark, Hamlin Garland.
The Throstle, The Eagle, The Owl, Tennyson.
The Sandpiper, Celia Thaxter.

Find other charming bird poems in your reader and elsewhere.

WRITING INVITATIONS — REVIEW

Write invitations to your parents and friends to come to your program. Make the invitations informal. How should they be written? Review Exercise 33.

THE THROSTLE

"Summer is coming, summer is coming.
I know it, I know it, I know it.
Light again, leaf again, life again, love again."
Yes, my wild little Poet.

Sing the new year in under the blue.
Last year you sang it as gladly.
"New, new, new, new!" Is it then *so* new
That you should carol so madly?

"Love again, song again, nest again, young again,"
Never a prophet so crazy!
And hardly a daisy as yet, little friend,
See, there is hardly a daisy.

"Here again, here, here, here, happy year!"
O warble unchidden, unbidden!
Summer is coming, is coming, my dear,
And all the winters are hidden.

—*Alfred Tennyson.*

1. What kind of bird is the bobolink? the robin? the throstle?
2. What notes do they make as they sing? Can you imitate their songs?
3. What other bird songs do you know well?
4. What words and sounds do the poets here quoted use to suggest these songs?

GENERAL REVIEW

88

TYPE SENTENCES FOR TONGUE TRAINING

I

Read aloud these sentences several times each. Drill your tongues especially on those that you still find troublesome:

1. See those clouds. Did you hear those bells? Call those boys.
2. May I go now, mother? May I have some candy?
3. You ought not to speak sharply. You should not eat too fast.
4. He came yesterday. Has she come yet?
5. I saw your brother. I have seen your brother.
6. They went this morning. They had gone when I came.
7. Will did his work well. They have done the work well.
8. Bob has a new bicycle. I have a kodak.
9. Isn't she at home? No, she hadn't been here this morning.
10. Doesn't he seem cheerful? Doesn't Polly look well?
11. Weren't those books yours? Weren't we in luck to see the play?
12. I'm not going. You're not late. They're not ready.
13. I hardly know. I can scarcely see it.

14. We haven't any friends there. We have no friends there.
15. Whom did you see? Whom did you tell?
16. Who is there? It is I. It is she. It is he.
17. For whom is the box? To whom was it sent?
18. This kind of flower is fragrant. That kind is not.
19. He hurt himself. She cut herself. I checked myself.
20. Come quickly. Speak clearly. Do it carefully.

II

Make twelve oral sentences using the forms of **lie, sit,** and **rise,** correctly; as, Lie on the couch. He lay under the tree. He has lain there for some time. The hoe is lying on the lawn.

Make twelve oral sentences likewise using correctly the different forms of **lay, set,** and **raise.**

III

Read these sentences aloud twice each:

1. Has the bell rung? Yes, it rang ten minutes ago.
2. Have the children sung yet? They sang this morning.
3. Has James begun school? He began last week.
4. Have you grown a garden? I grew one last summer.
5. I have known him for years. He knew my father.
6. Have you thrown the ball away? I threw it over the fence.
7. Have the birds flown south? They flew away last month.
8. Has he drawn the picture yet? Yes, he drew it yesterday.

IV

Write sentences using each of these ten forms properly; as, Have you written your story yet?

Written, bitten, ridden, driven, fallen, spoken, broken, frozen, given, eaten.

When should these words be used?
Be ready to read your sentences in class.

V

Practice on such sentences as these till you say them easily and correctly:

1. The water pipe burst. The balloon burst.
2. He brought me an apple. He brought some candy.
3. They fought bravely. He fought for his rights.
4. Have you bought the tickets? Have you bought a new dress?

89

WORDS OFTEN MISPRONOUNCED

I

Make sure that your tongues can say these words rightly:

climbed	grocery	grandma	pumpkin
chimney	bakery	grandpa	potato
cranberry	creamery	Henry	tomato
quiet	geography	follow	drowned
often	history	hollow	celery
asked	arithmetic	swallow	cellar
naked	yesterday	mellow	kettle
catch	to-morrow	yellow	always
across	to-day	fellow	sneaked

II

Practice also to pronounce these words distinctly:

just	can	get	forget
for	from	off	or
was	cause	because	nor
them	that	those	thick
whistle	whip	when	which
swept	wept	kept	slept
reading	writing	spelling	drawing
thinking	ringing	singing	bringing
something	nothing	anything	everything

90

REVIEW OF PARAGRAPHS

The following story should be written in seven paragraphs. By writing a few of the beginning words of each paragraph show where the indentations should be; as,

1. A certain man ——.

THE POT OF GOLD

A certain man who was about to die called his three sons to his bedside and said, "My boys, I am about to pass away. I have nothing to leave you except the old farm. The land is not worth much but in it is hidden a pot of gold. You may have this money if you can find it." When the father had been gently laid away the sons began to search for the buried treasure. They dug the ground very carefully a foot deep from edge to edge. No gold did they discover. They worked it over again

two feet deep with no better success. Then they went down three feet. The gold did not appear. "Surely our father was mistaken," said the eldest son. "There is certainly no pot of gold in the field," added the second son. "Well, brothers," said the youngest boy, "we need not lose all our work. Let us plant the ground to corn." This sensible suggestion was followed. The grain sprang up quickly and grew well. When harvest time came they took from the field three times as much as it had ever yielded. "I see," said the eldest son, "what father meant by the pot of gold."

91

REVIEW OF PUNCTUATION

1. Tell why each punctuation mark in the story just given is so used.
2. Illustrate three uses of the period.
3. Give a short sentence which requires one set of quotation marks; one that requires two sets.
4. Make three sentences each illustrating a different use of the comma.
5. Illustrate two uses of the apostrophe.

92

PRACTICE IN LETTER WRITING

In business, one has no time to copy letters. They should be written correctly at first. Practice till you can write such a letter at once with no mistakes. Time yourself and see how long it takes you to write such a letter as this.

1242 B Street, Lincoln, Nebr.,
May 10, 1917.

A. C. McClurg and Co.,
Chicago, Ill.

Gentlemen:

Please send me by mail one copy of "Little Women," by Louisa M. Alcott.

Enclosed you will find a money order for $1.35 to pay for the book and the postage.

Yours truly,
Marie Williams.

1. Write a similar letter ordering from the publisher any other book you like.

2. Write a short letter subscribing for any magazine you would like to take.

3. Write a letter answering an advertisement for an honest boy or girl to work in a store.

4. Write to some farmer a letter of inquiry for a job on a farm during vacation.

5. Write a short letter to your home merchant asking him to get you at once a pair of skates of the size and kind you want.

6. Write to the nearest city librarian asking for a list of the best books for a boy or girl of your age.

SPRING SPORTS

93

GAMES

These are a few of the old outdoor games and sports:

Marbles
Hop-scotch
Two-old-cat
Baseball
Townball
Steal-sticks
Swinging
Pom-pom-pull-away
Hide-and-seek
Rounders
King William
Tippy Cat
Andy-over
Jump the Rope

1. What other jolly outdoor games, old or new, do you know?

SPRING SPORT

2. Be prepared to explain some interesting game to your classmates.

3. Describe it so clearly that they can play it.

4. Write a paragraph describing it before you try to give it orally. Make your paragraph clear. Here is one way:

ROUNDERS

Rounders is a kind of progressive baseball. There should be players enough for three batters, one catcher, one pitcher, three basemen, and two or more fielders. If any one of the batters is put out, he becomes a fielder, the catcher takes his place at the bat, the pitcher becomes catcher, the first baseman becomes pitcher, the second and third basemen move up one base, the first fielder moves to third base, the second fielder becomes first fielder, and so on. In other words, whenever a batter is put out, he goes to the foot of the game, and all the other players advance one step in the line.

94

PLAYMATES I LIKE

1. Describe, without mentioning names, the kind of playmate you like best.

2. What words suggest his spirit?

3. How does he treat his equals?

4. How does he treat those larger or smaller than himself?

5. How does he take his hurts and defeats?

6. How does he act when he wins?

7. With what spirit does he play?

8. What games does he like most?

9. What other qualities has he?

95

BOYS AND GIRLS THAT WIN

Study and memorize:

His spots are the joy of the leopard. his horns are the buffalo's pride;
Be clean, for the strength of the hunter is known by the gloss of his hide.

— *From "Maxims of Baloo," by Rudyard Kipling.*

You may have read some of the thrilling stories in Kipling's *Jungle Book*. If so, you will remember how Baloo, the bear, taught little Mowgli, the jungle boy who lived with the wolves, the ways of the jungle. Baloo gave Mowgli many bits of good advice. The verse just quoted is one thing he told the boy. It means, **Be clean, if you wish to be strong.**

1. What do you think of that advice?
2. How do most animals follow Baloo's maxim?
3. There is a saying, "A dirty animal is a sick animal." This means when animals are left to care for themselves. They sometimes cannot help being dirty, if they are penned or tied up in filthy places. What do you think of the saying?
4. How does dirt often take away one's strength?
5. Talk on these topics:
   a. How a Clean Skin Gives Strength.
   b. How to Keep our Lungs Clean for the Race of Life.
   c. A Clean Mouth, and Health.
   d. Clean Food: How to Keep It So.
   e. Clean Homes: How Boys and Girls Can Help.
   f. Clean Clothes: What They Bring to Boys and Girls.

When you have helped one another to think about these topics, choose one of them you believe in strongly, and write what you think.

96

A CLEAN TONGUE

In the excitement of their sports and games, boys and girls too often get careless or rude or even silly in their use of language. At such times they let slip expressions which they would laugh at or be ashamed of in soberer moments.

It is far from our desire to try to tie their tongues with stiff and unnatural words. Expressions that are quick, strong, full of life, are needed for moments of excitement. But our language is full of good clean expressions; we do not need to resort to slang to express our feelings. It is well, too, to learn to curb our tongues at times, even though we be boiling with excitement. There is power, you know, in a controlled tongue, and a clean tongue is better than great riches.

EXERCISE

I

This exercise will help you to find some clean, strong, lively words to use during your games.

Fill the blanks with words chosen from the list that follows or with other expressive words that are not flippant or coarse or slangy:

1. That was a —— hit. Did you see him —— it?
2. —— it, Jack! —— it! —— it flying!
3. Now for a —— strike!
4. We had an —— time.
5. Watch John —— the ball.
6. —— home ——! ——!

7. It was a —— game; we —— and —— with excitement.

8. Ted is a —— player; he puts —— into the game.

9. —— him run! He is just —— round the track.

winning	watch	life	close	three-base
come on	spirit	bat	run	clever
hurry	flying	exciting	knock	lift
leaping	skillful	merry	lively	send
see	danced	shouted	home run	strike

97

PARAGRAPH PICTURES

I

Write the picture suggested by this paragraph outline. Choose words for the blanks from the list below, or use other expressive words that are not slang:

The boys had gathered for a —— game of ball. Every one was —— and full of ——. They chose up sides. Then began the —— fun. "—— ——!" shouted some one. The batter took his place. The pitcher sent a —— right for the plate. The batter struck —— but missed. "Strike ——!" —— the umpire.

Again the ball came ——. ——! the bat struck —— sending it ——. The batter —— to the first base amid the —— of the crowd.

quickly	strongly	lively	merry
frolic	whizzing	fairly	excited
thump	called	two	play ball
raced	cheers	dashed	made it
savagely	swift ball	play	curve ball

flying	fun	jolly	test
fiercely	get ready	high in the air	ran
thrilling			

II

Write another picture describing some exciting moment in a game you have experienced.

98

EXPRESSIONS FOR DRILL

In the excitement of our games, words are often said so rapidly that one can hardly understand them. Here are a few forms that are likely to be run together. Practice saying these expressions clearly and distinctly. Begin slowly at first. Then increase your speed gradually:

1. Let me see!
2. Look at them!
3. Give it to them!
4. I don't know.
5. Run by him.
6. It doesn't matter.
7. I can see them.
8. Can't you see them?
9. He doesn't know.
10. I didn't meet him.
11. Give me that.
12. Was he willing.
13. She can't see them.
14. Let me tell them.
15. Does he hear you?
16. Show them how it is done.
17. You shouldn't have done it.
18. Watch me catch it.
19. We might have won it.
20. He makes them think.
21. He would not have done it.
22. He is no better than I.
23. Hit it again!
24. See the horse running.
25. Try it to-day.
26. Are you coming soon?
27. Are you going to-night?
28. What are you doing?
29. Will you play with us to-morrow?
30. What were you saying?

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HURRAH, VACATION TIME

99

A BOY'S SONG

Where the pools are bright and deep,
Where the gray trout lies asleep,
Up the river and o'er the lea,
That's the way for Billy and me.

Where the blackbird sings the latest,
Where the hawthorn blooms the sweetest,
Where the nestings chirp and flee,
That's the way for Billy and me.

Where the mowers mow the cleanest,
Where the hay lies thick and greenest;
There to trace the homeward bee,
That's the way for Billy and me.

Where the hazel bank is steepest,
Where the shadow falls the deepest,
Where the clustering nuts fall free,
That's the way for Billy and me.

Why the boys should drive away
Little sweet maidens from the play,
Or love to banter and fight so well,
That's the thing I never could tell.

But this, I know I love to play
Through the meadow, among the hay:
Up the water and o'er the lea,
That's the way for Billy and me.

— *James Hogg.*

1. What is the thought that makes you happiest when you think of vacation?
2. Tell of one thing that you have planned to do.
3. What line in the poem just given brings to you a clear summer picture? Describe the picture.
4. And now — a happy vacation to you. Have a good time and come back prepared to share your rich experiences with your classmates.

SUMMER SPORT

PART TWO

SUMMER SPORTS

1

SUMMERTIME PICTURES

Oh for boyhood's time of June,
Crowding years in one brief moon,
When all things I heard or saw,
Me, their master, waited for.
I was rich in flowers and trees,
Humming-birds and honey-bees;
For my sport the squirrel played,
Plied the snouted mole his spade;
For my taste the blackberry cone
Purpled over hedge and stone;
Laughed the brook for my delight
Through the day and through the night,
Whispering at the garden wall,
Talked with me from fall to fall;
Mine the sand-rimmed pickerel pond,
Mine the walnut slopes beyond,
Mine, on bending orchard trees,
Apples of Hesperides!
Still as my horizon grew,
Larger grew my riches too;
All the world I saw or knew
Seemed a complex Chinese toy,
Fashioned for a barefoot boy!

— *From "The Barefoot Boy," by John Greenleaf Whittier.*

PHOTOGRAPH BY UNDERWOOD & UNDERWOOD, N. Y.

SUMMER DAYS

Whittier evidently enjoyed his boyhood. He certainly enjoyed the memories of it, as is shown by this stanza and the rest of the poem.

1. What summertime pictures come to you as you read the various lines?

2. Describe the picture suggested to you by each of the following:

a. I was rich in flowers and trees,
Humming-birds and honey-bees.

b. For my sport the squirrel played.

c. For my taste the blackberry cone
Purpled over hedge and stone.

d. Laughed the brook for my delight.

e. Mine the sand-rimmed pickerel pond.

f. Mine the walnut slopes beyond.

3. What is the most beautiful summer picture you call to memory? What makes you remember it?

4. Describe so as to make your classmates see clearly some place where you love to play in summertime; as, the old swimming hole, the orchard, the meadow-land, a fishing hole, a picnic ground, or other place of interest.

2

VACATION LETTERS

Think of some friend or relative who would enjoy hearing from you. Write a real letter telling of your experiences during the vacation just passed.

The following letter is chatty and newsy:

Albion, Ohio, Sept. 10, 1917.

Dear Hattie,

We have just returned from an outing in the mountains. I have a hundred interesting things to tell you. One letter will never carry them all. Oh, such fun it was!

Think of camping out under the open sky more than a mile above the sea! Our tent was pitched in an aspen grove, near a crystal-clear stream that sang us to sleep every night. In the morning the birds would waken us with their twittering.

Did you ever see a deer? Father and I were following a trail through the pines when one sprang out of a thicket and bounded away. How he could leap!

There were pine hens, too, ever so many of them. They would flutter up from the ground and perch on the high

branches. My brother Billy killed one for supper. Its blue tail made a pretty fan for me.

Using a frying-pan over the camp fire is not all fun. The smoke chases the cook too much. Sometimes the fire burns things badly, but we do not mind that. The air gives us such appetites that everything tastes good.

Come and visit me. I have many more things to tell you. Please write me a letter about your vacation.

Lovingly,

Jennie.

3

Whittier was a good story-teller as well as a poet. His uncle, "innocent of books," but "rich in lore of fields and brooks," often went with him on long walks through the woods and along the streams. Here is Whittier's own story of his first fishing trip:

GOING FISHING*

I remember my first fishing excursion as if it were but yesterday. I have been happy many times in my life, but never more so than when I received my first fishing pole from my uncle's hand and trudged off with him through the woods and meadows.

It was a still, sweet day of early summer. The long afternoon shadows lay cool across our path. The leaves seemed greener, the flowers brighter, the birds merrier, than ever before. My uncle, who knew by long experience

*From Baldwin and Bender's *Fourth Reader*. Copyright, 1911, by American Book Company. Used by permission of the American Book Company, publishers.

where were the best haunts of the pickerel, very kindly pointed out to me the best place for fishing.

I threw out my line, as I had often seen others do, and waited anxiously for a bite. I moved the bait in rapid jerks on the surface of the water in imitation of a frog. Nothing came on it.

"Try again," said my uncle.

Suddenly the bait sank out of sight.

"Now for it," thought I, "here is a fish at last."

I made a strong pull and brought up a tangle of weeds. Again and again I cast out my line with aching arms, and drew it back empty. I looked to my uncle, hoping that he could do something to help me.

"Try once more," he said. "We fishermen must have patience." I did try, but not with patience.

Suddenly something tugged at my line and swept off with it into the deep water. Jerking it up, I saw a fine pickerel wriggling in the sun.

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GOING FISHING

"Uncle," I cried, wild with delight, "I've got a fish!"

"Not yet," said my uncle.

As he spoke there was a splash in the water, and I saw the arrowy gleam of a scared fish shooting into the middle of the stream.

My hook hung empty upon the line. I had lost my prize. I was so overcome by my great and bitter disappointment that I sat down upon the nearest tuft of grass and refused to be comforted.

My uncle assured me that there were more fish in the brook, but what did I care for that? He put the pole again in my hands, and told me to try my luck once more.

"But, remember, boy," he said with a smile, "never brag of catching a fish until it is on dry ground." — *John Greenleaf Whittier.*

1. What experience at fishing does this story call to your mind?
2. What kinds of fish have you ever tried to catch?
3. How did you fish for them?
4. What was your success?
5. What is the real point to the story?
6. What is your best fish story? Tell it clearly.

4

STORIES TO TELL

I

ORAL WORK

A True Fish Story.
In the Woods.
A Bit of Swimming Excitement.
A Hillside Fright.
Lost Horses.
Fun on the Beach.
A Lively Chase.

Meadow Experiences.
An Unexpected Bath.
Mud Ducks.
A Picnic Mishap.
When the Tide Rolls In.
Caught in a Summer Shower.
Streamside Sports.
Scared by a Snake.
Sea-shell Stories.
Fun in the Park.
Down by the River.
Playing Indian.
A Boat Upset.
Bears in Camp.
Shooting the Chutes.
Troubles of a Camp Cook.
A Water Fight.

Be ready to tell the best story that any one of these topics calls to your mind. Make your story so interesting that your hearers will enjoy it.

II

HOW TO TELL A STORY

ADVICE FROM BOYS AND GIRLS

If some one were to ask you how he should tell a story, what is the suggestion you would give him? This question was put to a certain class of boys and girls. The following are some of their interesting replies:

1. Leave out the introduction.
2. Jump into the story.
3. Keep the story moving.

4. Have the people talk.
5. Keep it exciting.
6. Don't let the hero always have things too easy.

What other suggestions would you add? Make a list of them.

III

WRITTEN EXERCISE

Write one of the liveliest experiences you have had fishing, camping, swimming, going on excursions, or doing other things out-of-doors. Imagine that you are a real story writer trying to win readers. Give your tale an attractive title, then:

1. Get the story to moving well in the first paragraph.
2. Keep it moving.
3. Enliven it with touches of conversation and expressions full of action.

5

CHOOSING TITLES

Some people seem to feel that any title is good enough. Remember, **a title is a kind of invitation to read.** It should attract people. A good title interests readers. And more, **a good title helps the writer;** it gives him a center for his story and tends to keep him from rambling.

Study the following pairs of titles. Which do you prefer? Why?

1. An Experience in the Mountains; On the Wrong Trail.
2. Fishing; My Biggest Trout.

3. A Boating Story; Capsized.
4. Tale of a Horse; When Billy Ran Away.
5. A Camping Anecdote; Tent Troubles.

Study also the titles suggested in exercise 4.

Think of the titles of various stories and books that you know well. Which ones seem best to you? Copy five of these titles carefully.

Write three well-chosen titles for your liveliest vacation experiences.

CAPITALIZING TITLES

Look at the titles given in the foregoing exercises. What words in them are capitalized? Remember this rule:

The first and the last and all other important words in a title should be written with capitals.

6

BEGINNING A STORY

Read the first paragraph of *Going Fishing.* How far does Mr. Whittier get into his story in the first paragraph?

Study the following beginning paragraphs from noted story writers to observe how they satisfy the children's requests, "Leave out the introduction," "Jump into the story":

Once upon a time there was ——

"A King?" my little readers will immediately say.

No, children, you are mistaken. Once upon a time there was a piece of wood.—*From "Adventures of Pinochio," by Collodi.*

"He has opened his eyes, look!"

"Put him in the skin again. He will make a strong dog. On the fourth month we will name him."

"For whom?" said Amoraq.

Kadlu's eye rolled round the skin-lined snow house till it fell on fourteen-year-old Kotuko sitting on a sleeping bench, making a button out of walrus ivory.

"Name him for me," said Kotuko with a grin. "I shall need him one day."—*From "Quiquern," in Kipling's "Second Jungle Book."*

"Jack and Jake." This is what they used to be called. Their names were always coupled together. Wherever you saw one, you were very apt to see the other—Jack, slender, with yellow hair, big gray eyes and spirited look; and Jake, thick-set and brown, close to him, like his shadow, with his shining skin and white teeth. They were always in sight somewhere.—*From "Jack and Jake," in the "Page Story Book."*

EXERCISES

1. Find another story that begins briskly. Copy the first paragraph of it.

2. Think of your favorite story. How does it begin? If you cannot remember, look it up.

3. After selecting a topic, begin your story in the most interesting way you can.

7

MAKING A STORY MOVE

A story may be called a "moving picture of life in words." When the picture begins to move, one does not wish to have it stopped. It is necessary at times, of course, to make a still picture of the people

in the story, to describe a scene, or offer an explanation; but such parts should be given only when absolutely necessary. If one stops the story too long to tell of other things, the reader loses interest.

In all your writings, remember the reader. Make things interesting and clear for him. Try to see things clearly yourself and you will be better able to make others see them.

EXPRESSIONS TO AVOID

Certain expressions, carelessly or unnecessarily used, keep our stories from moving smoothly and briskly.

Many people fall into the habit of using such expressions as "ur," "why-a," "well-a," "und," "and so," "and then." These expressions retard the movement of the story and make it seem crude. Avoid all such halting habits.

8

NEEDLESS WORDS

Words are often needlessly used. Every word in our sentences should carry meaning. Practice especially to rid the tongue of the needless words in such expressions as "John he," "this here," "that there," "have got," "hadn't ought," "don't hardly."

Read aloud the following sentences:

1. John ran up the hill.
2. I asked him for his knife, but he said he hadn't any.
3. This place will do for our camp.

4. That boy took your fishing pole.
5. I ought not to go.
6. I should not do it.
7. I could hardly do it.
8. I can scarcely see.
9. I have no money.
10. He had no pencil.
11. It doesn't make any difference.
12. He didn't bring me anything.

9

DOUBLE NEGATIVES

The words **no, not, never,** and **nothing** are negatives. They are used to deny. If one is not careful in using negatives, one may give the sentence a meaning not intended. For example, to say **I did not see none** means **I saw some.**

When two negatives are used in a sentence one cancels the effect of the other.

Use only one negative to make a denial.

I

Read aloud the following sentences:

1. I haven't any.
2. I have none.
3. He knows nothing of it.
4. He doesn't know anything of it.

II

Fill the following blanks with different words and read the sentences aloud:

1. I have no ——.
2. We have no ——.
3. They have no ——.
4. The man has nothing to ——.
5. You have no ——.
6. He has no ——.
7. The girls have nothing to ——.
8. The horses have nothing to ——.

10

THE AND HABIT

Study to overcome the "and" habit. Exercises like the following will help you in this:

1. We boys ran up the mountain side, and crawled under a ledge of rock and there we lay and the storm came on with fury and we were not hurt at all and our tent was carried away and all our food and bedding by the flood.

2. We boys ran up the mountain side and crawled under a ledge of rock. There we lay while the storm came on with fury. We were not hurt at all, but our tent was carried away, with all our food and bedding, by the flood.

What becomes of the **ands** used in the first paragraph?

EXERCISE

Change these paragraphs in like manner:

1. We reached the grove and unhitched our horses, and then we pitched our tent and after we had cooked and eaten our dinner, we all went fishing and I caught three trout and the other boys caught seven in all and we had some of them for supper and they were very delicious.

2. We were out in the park and we were watching the squirrels and they were chasing one another about the grass, and I tossed a piece of cracker towards them and one of them stopped and he slipped up and grabbed it, and ran up a tree.

3. The boys were in swimming and they were having a jolly time splashing the water and diving and ducking one another. Then one of them proposed that they make a diving board, and they did and then they would run and jump on it and spring up in the air and then they would dive into the water.

To make the story move well, omit all unnecessary words, and do not ramble into needless descriptions and explanations.

11

REVIEW

I

CONVERSATION IN STORIES

1. What is the effect of conversation in telling a story?
2. What marks are used to denote it?
3. How is conversation paragraphed?

In using conversation be careful to choose expressions that are natural, that suggest the person speaking; but be careful, too, not to use slang.

II

Copy the following sentences, punctuating them properly:

1. All aboard shouted Uncle Harry and in we jumped

2. Oh here are the ripest berries of all called May as she scrambled through the bushes come on

3. We were sitting around the camp-fire telling stories when one of the boys jumped up and cried There's a bear

4. Now for the high dive shouted Fred I am going to touch the bottom of the old pond

5. Aren't those blossoms beautiful exclaimed Ruth and so fragrant too

6. When school is out said Tom we are going to the mountains for a camping trip

7. Here is a fine fishing hole said Ned be quiet

8. What did you bring for bait asked John angle worms or grasshoppers

9. Last summer began Mary we were in the mountains camping when all of a sudden a storm came up

10. Have you ever hunted bear Uncle Henry asked Frank

11. Yes many times responded the old man Do you want to hear some bear yarns

12. Indeed we do exclaimed the boys Tell us one

13. There were elm hickory maple and walnut trees in the grove said father

14. Picnicking in the park is the fun for me said Mary I just love to romp among the trees

12

ACTION WORDS

To give your stories life, choose words that are full of action.

Note these expressions from *Going Fishing:* "moved bait in rapid jerks," "I saw the arrowy gleam of a scared fish."

I

Find in some other story a paragraph that is full of life. Copy from it the words that suggest action.

II

CHOOSING WORDS THAT GIVE LIFE

Rewrite the following sentences, using lively action words to fill the blanks:

1. The fish —— the water when I —— it.
2. The girls —— as they saw the —— snake —— thru the grass.
3. It was sport to —— and —— in the creek.
4. The waves —— far up the beach.
5. The picnic party —— thru the woods and —— among the trees.
6. The lightning —— out of the black clouds.
7. Away —— the rabbit with the dog —— after it.
8. Up flew the hats of the boys as they —— in glee.
9. When a gust of wind —— the tent roughly, the girls —— up in fright and —— out.
10. The deer —— a moment with ears alert, then getting a glimpse of his pursuers —— away.

13

BY STREAMSIDE AND SEASHORE

Summer is always associated with the water. It would be hard indeed to pass the summertime with-

out this magical element which expresses itself so beautifully in the form of brook and lake and river and ocean. Everybody loves the water. Poets have sung of it. Our language is full of words to express its movement and its sounds. Have you listened to the songs of the streams or the lakes or the ocean? What do they seem to sing? Find words to express their music.

I

WATER WORDS

Write all the words you can that suggest the movement or the sounds that water makes; as, **splashing, dashing,** etc. Read your list aloud. Be careful how you pronounce your words, particularly those ending in "ing."

II

WATER SONGS

Write a poem that is suggestive of some water scene you know.

The following poem was written by a boy who lived near the meadows. Read it aloud. Note how smoothly his lines glide into each other. Do they not suggest the winding brook to you?

THE MEADOW BROOK

Through the meadow rippling and dancing,
Came the little brook slipping and glancing,
Across the fields so gracefully gliding,
Along whose banks the daisies are hiding,

On the bank so pretty and green,
Where the blackbirds chatter and sing
Till the sun is low and the sky turns red
And the little birds think it is time for bed.

—*Herman Palmer, aged 12 years.*

SUGGESTIVE SUBJECTS

Try any of these or similar subjects for your poem:

1. The Canyon Stream.
2. Cascades.
3. The Waterfall.
4. The Old Swimming Hole.
5. Down by the River.
6. Ocean Waves.

Think of the water scene. Try to find a musical line that suggests its movement or appearance. Work out from this beginning a stanza or more.

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WHERE WAVES DASH HIGH

These lines were used for the beginnings of poems by boys and girls of a certain sixth grade:

1. Rippling, leaping, sparkling, splashing.
2. Down in the creek was the old swimming pool.
3. Happy little brooklet
   O'er mossy pebbles slipping.

III

PICTURES IN WATER COLORS

Read the following stanzas aloud several times. What expressions suggest the music of the waters?

Little brook! little brook!
You have such a happy look,
Such a very merry manner as you swerve and curve and crook,
And your ripples one and one
Reach each other's hands and run
Like laughing little children in the sun.

— *James Whitcomb Riley.*

I come from haunts of coot and hern,
I make a sudden sally,
And sparkle out among the fern,
To bicker down the valley.

I chatter over stony ways,
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.

— *Alfred Tennyson.*

14

SENTENCES FOR REVIEW AND PRACTICE

I

Read aloud several times each of the following sentences:

1. I can hardly see it.
2. I can scarcely lift it.
3. I seldom go fishing.
4. I do not go fishing often.
5. We didn't have any food.
6. We had no food.
7. I have never seen any deer.
8. I have seen no deer.
9. He doesn't know anything of it.
10. He knows nothing of it.

II

Answer these questions aloud in complete sentences:

1. Have you a knife?
2. Have you a ball?
3. Have you a kodak?
4. Have you a canoe?
5. Have you a pony?
6. Have you a saddle?
7. Have you an apple?
8. Isn't she going?
9. Isn't he going?
10. Have you an orange?
11. Have you a tennis racket?
12. Have you a fishing rod?
13. Doesn't he play well?
14. Doesn't she seem strong?
15. Hasn't he bright eyes?
16. Haven't they seen him?
17. Aren't you ready?
18. Aren't you glad to go?

FAIRS AND FESTIVALS

15

ORAL DISCUSSIONS

1. What fair, fruit festival, or other exhibit or exposition have you ever attended?

2. What are the things usually displayed on such occasions?

3. What is the most interesting feature of any such celebration you have ever seen or heard others tell about?

4. Fairs are often held. We have county fairs, state fairs, and even world fairs. What world fairs have you heard about? Why were they held? Tell any interesting thing you may know of them. Tell of other fairs.

5. There are school fairs also. Have you ever held one in your schools? What enjoyment might come from getting up such a fair? What other benefits might it bring to you?

6. Tell what you think should be done in order to arrange a school fair.

16

A SCHOOL FAIR

What are the things your school might exhibit? What articles have you ever made? What animals or birds have you raised? What vegetables, grains,

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ON THE WAY TO THE FAIR

fruits, flowers, have you ever grown? What have you ever produced that might be a prize winner?

There are many boys and girls who have taken prizes as producers. Jerry Moore is the champion boy corn raiser in the United States. He raised 253 bushels on one acre. Merle Hyer, a boy in Cache County, Utah, took first prize at the state fair in 1912, for the largest crop of potatoes; he produced 793 bushels on an acre.

There are many different things you might make or raise. These are a few lines of productive work. You may think of others:

gardening	kodaking	drawing
chicken-raising	sewing	farming
live stock	cooking	raising pets
fruit raising	weaving	constructing
plumbing	woodwork	inventing

17

WRITTEN SKETCHES OF PRIZE WINNERS

Let each pupil choose some article or some fruit, flower, bird, or animal that he thinks worthy to win a prize. For example: Fancy apples; perfect potatoes; a prize loaf of bread; a successful snapshot; a prize dog or pony or other animal; a winning pair of chickens; a well-made basket; artistic needlework; a well-written story or poem or letter.

What qualities has the thing you choose that make it excel? Write a paragraph or two, describing your prize-winner. Follow some such plan as this:

FANCY APPLES

To win a place in the highest or "fancy" grade, an apple must be perfect in color and form and of good size. It must also be free from bruises and scars made in picking, or by limbs, birds, and storms. Wormy apples, of course, cannot be tolerated. If all of these tests are passed, the fruit is likely to possess the chief quality that entitles it to a prize, a good flavor. With apples, as with a pudding, "the proof is in the eating."

Try to make your paragraphs clear and interesting. **Strive to get a bright beginning.** This is quite as essential in a description or an explanation as in a story. The opening sentence usually should be crisp and clear. It should strike the central thought of the paragraph. For example:

1. A successful kodak-shot brings a life-like picture.
2. To prove a potato, cook it.
3. Bread should be baked to a tempting brown.

Build several sentences around the central thought. When the paragraph is ready, read it to the class.

18

BUSINESS LETTERS

The following letter is from a fourteen year old girl who, while in the seventh grade, won the prize for an exhibit of canned goods, fancy and plain sewing, and china painting. Her letter tells the rest of the story:

West Point, Utah, March 13, 1915.

President John A. Widtsoe,
Logan, Utah.

Dear Sir:

At the State Fair last October, I was awarded the sweepstakes prize in boys' and girls' club work. This prize entitled me to a free trip to the World's Fair at San Francisco, with a chaperon to care for me, and with all expenses paid.

I should like very much to go; but I have thought that it is a considerable amount of money to be spent for my pleasure while there are so many children in Europe who are starving and who have been made homeless by this cruel war.

Would you think it wise for me to send the money to them or to some one who will spend it for something for them to eat? I feel that I can give up the pleasure and the sights of the trip rather than have the children starve.

Yours respectfully,
Ruth Bybee.

EXERCISES IN LETTER WRITING

1. What advice have you ever sought on an important question you were trying to decide? Think of something on which you need help. Write a letter of inquiry to some older friend asking for suggestions to guide you in solving your problem correctly; as, some study you would like to take, or some work you wish to do.

2. Write a business letter to the managers or secretaries of the fair asking about the dates of the fair, or applying for space for your exhibit. To make this letter-writing real, let half the pupils act as exhibitors, the other half as officers of the fair. Let the exhibitors write

asking for space, or making inquiries. The managers or secretaries may reply.

Practice till you can write a business letter correctly at the first writing. Time to the business man is too valuable to waste in needless work.

Make your letter clear, concise, courteous.

19

AMONG THE CROWD AT CELEBRATIONS

Fairs and other celebrations are full of amusements of various kinds. Many funny shows and jolly sports are usually carried on. There are amusing and exciting mishaps, too, among the people that attend. Do these topics suggest any interesting incident you have experienced on the occasion of any celebration?

1. Keeping Track of Johnny.
2. A Lost Child.
3. An Excited Man.
4. A Thrilling Feat.
5. A Crowded Corner.
6. A Laughable Race.
7. An Accident.
8. A Mischievous Boy.
9. A Frightened Animal.
10. Clown Antics.
11. The Balloon Ascension.
12. The Popcorn Man's Troubles.
13. An Animal Performance.
14. In the Crush of the Crowd.
15. The Horse Race.
16. Cheated.
17. A Police Problem.
18. The Best Show of All.
19. Getting Home Again.
20. The Thing I Remembered Best.

1. Tell of any amusing thing or exciting incident suggested to you by any one of these topics.

2. When you think out some really good story, write it interestingly. What are some things to remember when telling a story?

20

THE CIRCUS

THE CIRCUS-DAY PARADE*

Oh, the Circus-Day parade! How the bugles played
and played!
And how the glossy horses tossed their flossy manes, and
neighed,
As the rattle and the rhyme of the tenor-drummer's time
Filled all the hungry hearts of us with melody sublime!

How the grand band-wagon shone with a splendor all its
own,
And glittered with a glory that our dreams had never
known,
And how the boys behind, high and low, of every kind,
Marched in unconscious capture with a rapture undefined!

How the horsemen, two and two, with the plumes of
white and blue,
And crimson, gold and purple, nodding by at me and you,
Waved the banners that they bore, as the knights in days
of yore,
Till our glad eyes gleamed and glistened like the spangles
that they wore!

How the graceless-graceful stride of the elephant was
eyed,
And the capers of the little horse that cantered at his side!
How the shambling camels, tame to the plaudits of their
fame,
With listless eyes came silent, masticating as they came!

*From *Songs of Summer*, by James Whitcomb Riley, copyrighted 1908. Used by special permission of the publishers, the Bobbs-Merrill Company.

How the cages jolted past with each wagon battened fast!
And the mystery within it only hinted of at last
From the little grated square in the rear, and nosing there
The snout of some strange animal that sniffed the outer air!

And last of all the Clown, making mirth for all the town,
With his lips curved ever upward and his eyebrows ever down,
And his chief attention paid to the little mule that played
A tattoo on the dashboard with his heels in the parade.

Oh, the Circus-Day parade! How the bugles played and played!
And how the glossy horses tossed their flossy manes and neighed,
As the rattle and the rhyme of the tenor-drummer's time
Filled all the hungry hearts of us with melody sublime.

1. Write in a list ten expressions that seem especially picturesque in this poem; as, "hungry hearts."
2. What is meant by these expressions?
   a. "Shone with a splendor all its own."
   b. "Marched in unconscious capture with a rapture undefined."
   c. "Tame to the plaudits of their fame."
   d. "A tattoo on the dashboard with his heels."
3. If you were asked to illustrate the poem, which picture would you choose? Describe it as you would try to draw it. Or, if you can, draw it.
4. Memorize the stanza you like best.

ORAL DESCRIPTIONS

1. What circus parades have you ever seen? Describe one of them.

2. What Fourth of July processions have you seen? Describe one of them.

3. What special pageants on Frontier Day, Pioneer Day, Labor Day, or other occasions have you seen? Describe one.

4. Tell of the features you remember best about them.

21

PICTURE PARAGRAPHS OF A CIRCUS

Study these paragraphs from Hamlin Garland's *Boy Life on the Prairie*—a book you should read:

Every child waited in nervous impatience for the parade, which was not a piece of shrewd advertising to them, but a solemn function. A circus without a parade was unthinkable. It began somewhere—the country boys scarcely knew where—far in the mystery of the East and passed before their faces,—the pageantry of "Ivanhoe" and the "Arabian Nights," and red Indians, and Mohammedanism and negro slavery,—in procession. It trailed a glorified dust through which foolish and slobbering camels and solemn and kingly lions, and mournful and sinister tigers moved, preceded by the mountainous and slow-moving elephants, two and two, chained and sullen, while closely following, keeping step to the jar of great drums and the blaring voices of trumpets, ladies beautiful and haughty of glance, rode on parti-colored steeds with miraculous skill, their voices sounding small in the clangor of the streets. They were accompanied by knights corseleted in steel, with long plumes floating from their gleaming helmets. They, too, looked over the lowly

people of the dusty plains with lofty and disdainful glance.

The town boys, alert and self-sufficient, ran alongside the open chariot where the lion tamer sat, surrounded by his savage pets, but the country boys could only stand transfixed with pleasure and pain,—the pleasure of looking upon it, the pain of seeing it pass.

1. What is meant by each of the following expressions:
   a. "Not a piece of shrewd advertising to them, but a solemn function."
   b. "The pageantry of 'Ivanhoe' and the 'Arabian Nights,' and red Indians, and Mohammedanism and negro slavery."
   c. "Rode on parti-colored steeds with miraculous skill."
   d. "They were accompanied by knights corseleted in steel."
2. As you read the foregoing paragraphs, what one picture comes clearly to your mind? Tell what you see.

22

WORDS THAT DESCRIBE

Choose carefully your descriptive words.

Note these descriptive words from Riley's verses:

The **graceless-graceful** stride of the elephant.
The **glossy** horses tossed their **flossy** manes.
Filled all the **hungry** hearts of us.

Find ten other descriptive words in *The Circus-Day Parade.*

Find in Mr. Garland's picture of the parade twenty descriptive words; as, "**solemn** and **kingly** lions."

Choose three or more words to describe each of the following:

clown	bear	camel	popcorn	giraffe
elephant	acrobat	horses	lemonade	band-wagon
monkey	snake	donkey	ponies	circus-tents

23

PARAGRAPH PICTURES

1. Study this picture:

He was a mongoose. Rather like a cat in his size and tail, but quite like a weasel in his head and habits. The eyes and the end of his restless nose were pink. He could scratch himself anywhere he pleased with any leg front or back that he chose to use. He could fluff up his tail till it looked like a bottle-brush; and his war-cry as he scuttled through the long grass was *Rik-tik-tikki-tikki-tik.—Rudyard Kipling.*

2. Find another well-drawn word picture of an animal and be ready to read it to the class.

3. Make a paragraph picture of some wild animal you have seen in the circus, in the park, or elsewhere.

In the first sentence, suggest the chief features of the animal; as,

The elephant is a huge, grayish beast.

A timid, nervous ball of fluffy fur is the cotton-tail rabbit.

Keep the picture of the thing you are describing clearly in mind. Try to make others see what you see. Note how Kipling brings the mongoose before our eyes, full of life.

24

POEM PICTURES

Riley's *The Circus-Day Parade* is a poem picture. See if you can write a similar picture to suggest the

clown, the **monkeys,** the **balloon,** the **acrobat,** the **horse,** or any other feature of a circus or celebration.

The following poem was written in response to this request by a girl of about your age:

THE AIRSHIP

A whizz, a whir, and into the air
See the wonderful aeroplane rise!
It soars and circles and dives and dips
In the way that the sea gull flies.

A shout, a cry, the watchful crowd
Throw up their caps in mirth,
Then as a bird sinking down to rest,
She soars and sinks to the earth.

— *Isabel Bacon.*

25

NAME WORDS, OR NOUNS

A LESSON IN NUMBER

Notice carefully the changes in each of the following sentences:

1. This apple tastes sweet. These apples taste sweet.
2. That horse steps proudly. Those horses step proudly.
3. The turkey struts about. The turkeys strut about.

What changes occur in the names? in the words that are used with them; as, **tastes, this, steps, struts, that?**

26

RULES FOR FORMING PLURAL NOUNS

The plural number of a name is regularly formed by adding "s" to the singular; as, **boy, boys; flower, flowers; fair, fairs; clown, clowns.**

Write twenty-five more names that follow this general rule.

I

To this general rule there are some important exceptions.

Exception 1. The following nouns form their plural irregularly:

Brother, beef, calf, child, die, elf, foot, goose, half, knife, leaf, loaf, life, louse, mouse, man, ox, penny, self, shelf, staff, sheaf, thief, tooth, wharf, wife, wolf, woman.

Write the plural of each of the foregoing nouns. Consult the dictionary when in doubt on any of them.

II

Exception 2. Nouns ending in **ch, sh, s, x,** or **z** add **es** to form their plurals; as, **box, boxes; church, churches; grass, grasses; brush, brushes.**

Write the singular and the plural forms of ten more nouns that illustrate **exception 2.**

III

Exception 3. Nouns ending in **y** after a consonant change **y** to **ies** to form their plurals; as, **lady, ladies; daisy, daisies; story, stories.**

Write the singular and the plural forms of fifteen more nouns that illustrate **exception 3.**

IV

Exception 4. Some nouns use the same form whether referring to one or to more than one; as, **deer, sheep, swine, grouse, salmon, heathen, cod, trout.**

V

Give the plural forms of the following words:

butterfly	flower	canary
father	goose	donkey
apple	thrush	tooth
tax	pony	chicken
woman	squash	fish

Some forms of nouns have irregular ways of forming their plurals. For example, **beau, beaux; stratum, strata.** Such plurals you may learn later. Make sure now of the common plurals illustrated in the foregoing general rule with exceptions.

27

HOW ACTION WORDS CHANGE TO SHOW NUMBER

The horse steps.	Horses step.
The apple tastes sweet.	The apples taste sweet.

In these sentences you observe that the action word changes as the name word changes. What change occurs?

When the noun is plural, the action word used with it drops the "s."

EXERCISES

I

Read aloud the following. Rewrite the sentences, changing each subject in turn to the plural form, and read the sentences aloud:

1. The pony eats grass.
2. The apple tree blossoms in the spring.
3. A butterfly lives only during the summer.
4. This girl studies very faithfully.
5. That boy works steadily.
6. Each person thinks for himself.
7. He was told to go to the store.
8. A fair is a very interesting place.
9. The circus has come to town.
10. The thrush sings a cheery song.

Fill these blanks with the right forms of various words in plural or singular form; read aloud, then rewrite the sentences, changing each subject in turn to another number form.

II

IS, ARE

1. Fall fairs —— very interesting.
2. Fruits —— displayed there.
3. The exhibits —— well arranged.
4. The proud horses —— prancing about the tracks.
5. The boys and girls —— full of excitement.

WAS, WERE

1. —— you at the fair yesterday?
2. The circus —— very exciting.
3. Many people —— there.
4. —— the acrobats skillful?
5. There —— an elephant that did some clever tricks.

HAS, HAVE

1. —— you ever attended a celebration?
2. What —— he to exhibit at the fair?
3. There —— been several world fairs.
4. —— the horses been cared for?
5. The boys —— invented an airship.

28

CHANGES IN NUMBER

Use these words in sentences with plural nouns. Read the sentences aloud, then change the sentences so as to use the forms in the singular:

perform	swing	climb
go	tumble	train
march	shout	shine
spring	ride	play
do	glitter	call

OTHER FORMS TO WATCH

Note that some words, such as **do, go,** add **es** when used with a singular noun. These forms sometimes give trouble. Practice to use them rightly.

Fill the following blanks with the right forms of **do** and **go.** Give reasons, then read the sentences aloud:

1. The men —— to the field every day.
2. The boys —— their chores faithfully.
3. He (doesn't, don't) seem to care whether he succeeds.
4. They (don't, doesn't) have much success at farming.

5. Those ladies —— shopping every afternoon.
6. What persons —— not enjoy good music?
7. I think it (doesn't, don't) matter.
8. Whenever the girls —— to town, they bring back something for their little brothers and sisters.

29

REVIEW

I

The words **this, that, these,** and **those** also need watching. Find ten sentences in which they are used; as:

1. This horse is a racer. These horses are racers.
2. That apple is a winesap. Those apples are winesaps.

Practice reading such sentences aloud.

Which of the four black-type words are used with plural nouns?

II

Read these sentences aloud several times. Compose five others like them. What word is often needlessly used with **have** in sentences such as these?

1. I have a pair of pure-bred Plymouth Rock chickens.
2. That horse has sound hoofs.
3. Have you a pencil, John?
4. The man has the exhibit ready.
5. He has no right to enter the contest.

STORIES OF INDUSTRY

30

HOW COMMON THINGS ARE MADE

Of the making of the hundreds of things we eat, and wear, and use every day of our life, there are many interesting stories to be learned and told.

Tell clearly and interestingly how any one of the following useful things is prepared or made for us:

piece of cheese	rope	piece of flannel
sack of salt	match	piece of calico
sack of flour	button	linen napkin
sack of sugar	pin	silk tie
bar of soap	comb	straw hat
gold ring	can of salmon	leather shoes
silver coin	brick of codfish	glass bottle
copper cent	beefsteak	china cup
piece of coal	mutton chop	silver spoon
iron kettle	roasted turkey	table
can of syrup	book	chair
silver coin	newspaper	brick
jar of fruit	can of tomatoes	load of lime

31

CORRESPONDING WITH OTHER BOYS AND GIRLS

Where you live, the people are engaged in certain industries. Some of the things that you see going on every day, other boys and girls know little about.

They also have things to tell that would interest you. Why not share experiences with them? A correspondence might readily be arranged with pupils of the same grade as your own in some other part of your state or in other states; you could each write to one of these pupils, and some very pleasant friendships might be formed.

SUBJECTS TO WRITE ABOUT

Take some industry you know well. Tell clearly and interestingly the things you feel the friend would like best to know.

Describe, for example, ranch life, a mountain dairy, cod fishing, making sugar, raising or canning fruit, a salmon cannery, a coal mine, or something else with which you are closely acquainted.

WRITING THE LETTER

Follow the same rules for writing the headings, greeting, complimentary close, etc., as in any friendly letter.

The following sketch will suggest a way to interest your friend.

CONTENTS OF LETTER

After a brief paragraph to introduce yourself, tell the story in some such way as this suggests:

Suppose you go with me into the "sugar bush" and see how maple sugar is made. Be sure to bring your cap and mittens, for the sugar season begins in early spring, when there is yet snow on the ground.

Shall we go with the owner and help tap the trees?

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GATHERING SAP IN A MAPLE SUGAR CAMP

Perhaps he will let us bore the holes and slip in the spouts, or spiles, as they are called. We must make the holes a short distance above the ground.

Now hang the pail just below the spile. See, the sap is already dripping into it. Here comes the team, to gather in the sap. Shall we help the driver fill his barrels? Take that bucket yonder. It is almost full. The sap pours easily, for it is not very syrupy yet.

Now jump upon the sled, and away we'll go to the evaporator to watch the "sugaring off" process. The evaporator is a modern invention to hasten the changing of the sap into syrup. By the time the sap has finished its journey through the evaporator, it is changed to syrup. If we wish maple sugar, we must keep boiling it till only the solid part is left.

In olden times this "sugaring off" was done at night. It was somewhat like a "husking bee." I remember hearing my grandmother tell of the jolly times they used to have in the "sugar bush," as the maple groves are called. The people, old and young, would gather to do the work, and celebrate at the same time by singing songs and telling stories and eating maple sugar. We can have all the sugar we wish, but the songs and stories must be given elsewhere.

And now may I ask you to take me on a "letter trip" to see some phase of your interesting life? I have never seen a ranch; it would delight me to know more about it. Won't you please tell me of one, or something else about the great and interesting part of the country where you live?

With good wishes, I am

Yours sincerely,
Edith Brown.

ILLUSTRATIONS

Pictures — clippings from magazines, post cards, or kodak pictures — will add greatly to the interest of your letter.

32

TELLING THINGS CLEARLY

In explaining to others the things one knows about, one should try to make things interesting and clear. The following suggestions on this point will guide you:

1. **First see things clearly yourself.** Learn all you can about your subject. Watch closely the process of making the article or in some other way get your facts clearly in mind.

2. **Make things real to your reader.** Take him with you in imagination as you write. Notice how that is done in this paragraph:

> You should see the little brown gardener in broad hat and narrow white breech-cloth at work in the flower garden here in the grand plaza of Mexico City. You should see him mow the lawn. How does he do it? In the first place he squats flat down on his naked heels, and then he hitches himself along as fast as he cuts the grass, without rising or even lifting his head from his work. And what does he mow with? It is a little piece of glass, or rather of obsidian, the same he used when Cortes came. — *Joaquin Miller.*

3. **Use conversation at times to give real life touches to your descriptions.** Notice the following:

One of the Lapps said to me, "You are looking at our sleighs as if you had never seen them before."

"You are right," I replied; "I have never seen such sleighs before, and if these had been on the shores of a river or lake, I should have taken them to be boats."

Then the Lapp explains: "The higher the keel is, the quicker the sleigh can go and the faster we can travel. The keel acts like a runner, and when the snow is well packed and crisp, the sides of the sleigh hardly touch it; but this makes it more difficult for a beginner to remain inside, for the sleigh rocks to and fro."— *From "The Land of the Long Night," by Paul du Chaillu.*

4. **Make plain your pictures by apt comparison with well known things.** Notice how Frank G. Carpenter in this way shows us how tiny the newly hatched silkworms are:

At first the silkworms are so small that they can easily crawl through a pin hole in the white paper in which they are hatched, and a paper full of such holes is usually laid over the egg sheet in order that the worms may crawl through. The little ones do this to get at the light and also at the mulberry dust on the top sheet. In this way they become less crowded on the paper; and in going through they scrape off any bits of the tiny egg shells that may have stuck to them.*

5. **Make clear sentences.** This is not always easy; but it can be done if we are careful. **Tell one thing at a time and tell it well.** In other words, make each sentence finish its work before beginning

* From Carpenter's *How the World is Clothed.* Copyright, 1908, by Frank G. Carpenter. Used by permission of the American Book Company, publishers.

another. Notice the sentences in the following paragraph:

When the camp is ready for work, the foreman goes through the woods and marks the trees that are to be cut. The choppers and sawyers follow, felling the trees and cutting them into logs. Formerly the trees were chopped down, but now the saw has taken the place of the ax, as it works faster and saves lumber. By driving a wedge into the kerf made by the saw, the tree can be made to fall in almost any direction desired. The trees are cut into logs varying in length from twelve to eighteen feet according to the size and length of the tree. Some trees will make five logs and two good men working together will sometimes cut eighty logs a day.—*From "Great American Industries," by W. F. Rocheleau.*

33

A STUDY OF SENTENCES

I

REVIEW

1. How many sentences in the paragraph just given about the lumbermen? About the gardener?

2. What kind of mark closes each of the sentences? Why?

The Sentence, as you have already learned, is a group of words that expresses a complete thought. It may tell something, or it may ask a question.

II

PARTS OF THE SENTENCE

Another important thing to keep in mind about sentences is this:

Every sentence is composed of two parts.

One part names the person or thing spoken of; the other part tells something of this person or thing. Study these sentences:

1. Sugar beets are planted by machinery.
2. A field of growing peanuts is much like a field of clover.
3. The first metal pins were probably made of gold.
4. Sugar is made from sugar cane.
5. Fruit is often killed by frost.

What is the main thing spoken of in each sentence? What is said about that thing?

Divide each sentence into its two parts thus:

The word *ranch* | is a contraction of the Spanish word *rancho*.

The part of the sentence which names the thing spoken of is called the **subject.**

The part which says something of the subject is called the **predicate.**

Divide each of the following sentences into two divisions:

1. Strawberries usually ripen early in the summer.
2. Maple sugar is made from sap.
3. Mining is a dangerous occupation.
4. The sheep herder leads a somewhat lonely life.
5. Coyotes often destroy a good many sheep.

It is rather easy to find the subject and predicate

in sentences like the foregoing, where the predicate follows the subject in natural order. But in sentences like the following the parts are not so readily seen till one makes some changes in the construction of the sentence:

In the wintertime nature seems to take a rest.

Nature is the subject; **seems to take a rest in the wintertime** is the predicate.

II

Find the subjects and the predicates in the following sentences:

1. Over the plains, in early days, the buffaloes roamed.
2. In the autumn, the main harvest is gathered.
3. On the mountains during the summer the cattle graze.
4. Down by the river the farm house stood.
5. Here come the boys from the pasture.

III

Write sentences using each of the following words as a subject:

corn	wheat	wagons
coal	machinery	pineapples
sugar beets	shoes	cotton
lumber	matches	oranges
gold	potatoes	leather

IV

Make sentences by using appropriate subjects with the following predicates:

are sheared in the springtime.
are harvested in the fall.
drive their cattle into the mountains.
should be picked and packed with care.
is interesting to watch useful things made.
are caught in the ocean.
is a profitable industry.
are made by machinery.
are shipped by rail to the packing houses.

V

Make sentences combining properly these subjects and predicates:

Subjects	*Predicates*
The pins	is a deep sea fish.
Liquid ammonia	contain a great deal of free alkali.
The cod	are plated with tin to make them bright.
Three millions of matches	manufacture their grapes into raisins.
Sugar beets	is used in the manufacture of ice.
Very few grape growers	are ignited every minute.
Many badly made soaps	are harvested in the fall.

34

SENTENCES AND OTHER WORD GROUPS

Each sentence expresses a complete thought. When the sentence is finished, one feels a sense of completeness; as, I saw you yesterday. How bright the moon is! Where are you going?

Notice the following groups of words. Are they sentences?

1. On the hillside the cattle.
2. Going to the field.
3. The black horse running down the street.
4. In the morning.
5. The man seeing a bear.

Tell why you think they are sentences or not sentences.

Test your sentences. Make sure they contain a subject and a predicate, and express a complete thought.

This will help you to tell things clearly.

Write a paragraph about some common article, such as salt, sugar, tea. Let the paragraph contain from five to ten sentences, each telling something about the article.

REVIEW

Give the rules for changing nouns from the singular to the plural forms. Illustrate each rule.

Show how action words change to agree with the noun with which they are used. Compose five sentences showing the singular forms; as, **The dog bites.** Then change to plural forms; as, **Dogs bite.**

35

FORMS THAT SHOW POSSESSION

Note how the **apostrophe** (') is used in these sentences:

1. Thanksgiving at grandfather's farm was more than a holiday.

2. Johnny's bad dream was caused by over-eating.
3. Grandma's custard pies are delicious.
4. Our grandparents' home is in the country.
5. We had a merry time at our cousins' party; they did everything they could to make us happy.
6. The children's games were jolly.

Words like **grandfather's, cousins',** are called **possessives.** Why? What do these possessive forms show?

Where is the apostrophe placed in **grandfather's, Johnny's, grandma's?** Are these words singular or plural?

Where is the apostrophe placed in **cousins', grandparents', children's?** What is the number of these names?

RULE FOR THE POSSESSIVE FORMS

Singular nouns, and plural nouns not ending in **s,** form the possessive by adding the apostrophe (') and **s.** Plural nouns ending in **s** form the plural by adding the apostrophe only. For example:

Boy, boy's; boys, boys'; women, women's.

EXERCISES

I

Find in other books ten short sentences in which possessives are used. Copy these sentences carefully.

II

Write sentences using the following words both as singular possessives and as plural possessives:

duck	dog	brother	knight	German
bird	cow	sheep	women	lass
child	girl	men	soldier	general
ox	Indian	deer	horse	aunt

36

ANOTHER WAY TO SHOW POSSESSION

With many nouns, such as **geese, church, box,** the possessive forms just given are seldom used. Read the following sentences aloud and you can tell why:

1. The goose's feet are webbed.
2. The church's spire was blown down.
3. I like the cranberry sauce's tart taste.

Now read the following and listen:

1. The feet of the goose are webbed.
2. The spire of the church was blown down.
3. I like the tart taste of the cranberry sauce.

Too many hissing sounds in a sentence make the sentence harsh to the ear, especially if these sounds are close together. To avoid such unpleasant combinations of sound, possession is often shown by using **of** with other words, as in the foregoing sentences.

EXERCISE

Use the following words with the word **of** to show possession; as, The tempting odor of the baked turkey came from the kitchen.

brush	grass
beach	ax
thrush	flash
mush	adz
squash	rhinoceros

ENTERTAINMENTS

Up with the curtain, let the play begin!
Make merry now, thou roystering clown,
And thou, black villain, stir our blood
To hate, that we may clap and shout
When the bold hero gets thee down.

—*Anonymous.*

37

PLAYING THEATER

1. Did you ever play "show"?
2. What play did you get up?
3. Where did you give it?
4. How did you make your stage?
5. How did you dress?
6. Who came to see you perform?
7. What did you charge for the tickets?
8. How did your play succeed?
9. Tell all the interesting things that happened.
10. In what other entertainments have you taken part?

38

AMATEUR TROUBLES

The following story of a play by children is given to help you call to mind similar amusing or exciting incidents in your own life.

The play was *Uncle Tom's Cabin.* The theater was a big barn. The actors were a troupe of merry boys and girls. It was the last act of the play. The audience—

PLAYING THEATER

a crowded house, by the way, whose seats had been purchased at a cost of ten pins each—sat in breathless expectancy; for it had been whispered about that little Eva was really to ascend to heaven before their very eyes. And this was so; for—to give you the secret—the wires had been strung for the purpose, and the boys stood ready to draw the angel up through the clouds of muslin at the right moment.

The moment came, and little Eva began slowly to rise heavenward. Up, up she went till she hung full ten feet in air—and then the wires caught and stuck. The boys tugged and puffed in vain to get them loose. The actors grew excited; some one dashed to the curtains to draw them and hide the scene; but the imps must have been there before them; for the curtain stuck tight, too. And then the little dangling angel suddenly turned into a very human little girl, and began to cry. It was a very pathetic scene indeed. The audience could not refrain from shedding tears at sight of it—tears of laughter.

MORE PLAY FUN

Another amateur show was being played. The cast was entirely of girls; and one of them, of course, must be the villain.

In she came with a wicked look in her dark eyes; we heard her villainous plot to waylay the hero. She would have his money or his life. Then the hero burst upon the scene, too soon. He had caught the wrong cue. The villain whirled on the trembling victim with uplifted knife and in tragic tones screamed out:

"Die, or I'll kill you!"

WRITING PLAY STORIES OF YOUR OWN

After telling to one another the incidents called to mind by the foregoing questions and stories, write your liveliest stories of playing show.

AUTHOR STUDY

Find and read in *Little Women*, by Alcott, the story of the children's play. Find in the *Story of a Bad Boy*, by Aldrich, the story of the Rivermouth Theatre, and read it. Read also the story of the tournament in *The Little Shepherd of Kingdom Come*, by Fox.

Perhaps you know other tales of children's shows. Be ready to tell any good story of this kind that you have read.

39

CREATING ENTERTAINMENTS

Have you ever tried any of these interesting things?—

Writing a play.
Dramatizing a story.
Writing a cantata.

Think over the following suggestive outlines, and try what you can do with any of them or some similar entertainment:

I

WHEN THE TOYS MAKE MERRY

The various toys — dolls, Jack-in-the-box, Teddy bear, woolly dog, calico cat, and others,— on the night before Christmas, make merry.

Certain pupils once made a jolly play on this subject, dressing like the toys. It was delightful fun for them and others.

SUGGESTIVE OUTLINE FOR THE PLAY

Let the first act represent the night before Christmas. The children may be all excitement, telling what they wish Santa would bring them.

What would they say and do?

Each pupil may try to write the speeches.

Begin in some such way as this:

FROLICS IN TOYLAND

ACT I

(*Scene in home. Children discovered dancing about. Mother sewing, father reading.*)

Ned: "Oh, joy, joy! to-morrow is the best day of all the year!"

Kate: "Now don't you build up your hopes too high, Master. Santa may not bring you a thing."

(Add other speeches. Have father send the children to bed. Let father and mother also retire.)

When all are asleep, Santa may enter with his pack. What would he say? When the stockings are filled, Santa may leave.

ACT II

Let each child choose some toy he will represent. Have some trouble occur. The Jack-in-the-Box may scare the China Doll, or something else may happen to excite the toys and get them to talking. Let each child plan and write out what the toy he represents may say. Close the act by having the toys make friends and give a jolly

song and dance. Each child may try to write the song: Let something happen to frighten the toys. The dog may bark, the rooster crow, or something else cause them to cease their play and scamper back to their places.

ACT III

Christmas morning. Have the children awake. Let them come in to find what Santa has brought. Let the play end with a Christmas song. Each pupil may try to write this song.

II

A CHRISTMAS CANTATA

1. Songs of greeting to the season. (Let each pupil try to write one.)

2. Merry chatter of the boys and girls in rhyme.

"Christmas is coming, hooray!" says one,
"With jolly St. Nick in his sleigh," chimes another.
"We'll ————————," adds a third.
"And ————————," rhymes the fourth.

(Add lines of merry cheer from others.)

Each pupil may try to create this scene. The best may be chosen or parts of several taken and woven together.

3. Let all join in a rousing chorus; as, The Snow Song, or The Sleigh Bell Song.

(Each pupil may try this exercise also.)

4. Have children plan in verse or prose this scene: Preparing for Christmas.

Bring in the yule log; deck the tree; hang up the stocking. Each may think of things to do.

(Write out the plan and speeches.)

5. A slumber song for the children all nestled in their beds.

(All pupils may try this exercise.)

6. The Coming of Santa—sly and quick. Have him slip about and sing or talk in rhyme while he works. What would he say?

Plan and write this scene with the speech of Santa Claus.

7. Christmas Morning Chorus.

(Each pupil may try this song.)

III

A WINTER OPERETTA

Should you not find time before Christmas to write the play or cantata just suggested, you may produce, during the winter season, **a winter operetta.**

Follow the same general plan in its production as that just suggested for the cantata. Every pupil should be given opportunity to produce the various songs, speeches, and scenes. Or, if desired, the class may be divided, certain pupils writing one act, certain others another act.

THE SNOW KING'S CARNIVAL

ACT I

1. The opening song—A Greeting to Winter's King!

(Let each pupil try to write this song.)

2. Represent the various winter beings:

Jack Frost, the Joker.
Fairy Snowflakes.
The Winter Winds.

Let each tell in verse or prose of his deeds. Various pupils chosen to represent these parts might write their speeches.

3. A dance of the flakes to the music of the winds might follow, ending with a song of Ice and Snow. Let each pupil try to write this song.

ACT II

When the Winter King and his attendants have done their work, the boys and girls could come in with:

1. A coasting song and frolics.
2. The sleigh bell song.
3. Skating parties, with skating song.
4. For a grand finale, all might sing a rousing song to the Winter King.

IV

DRAMATIZING A STORY

Dramatize some good story; as, *The Birds' Christmas Carol*, *Cosette's Christmas* from *Les Miserables*, *The Snow Image*, by Hawthorne, *The King of the Golden River*, by Ruskin, or some other story you like.

SUGGESTIONS

In dramatizing any story, you may enrich and enlarge certain parts, if by so doing you keep within the spirit of the story.

Plan the play by acts and scenes. Make each act alive with action and interesting conversation. Follow some such plan as those suggested in writing the cantata and other plays. Let each pupil try, and then work together the best results.

40

SUGGESTIONS TO YOUNG ACTORS

Recite again these lines from Holmes:*

> Speak clearly, if you speak at all,
> Carve every word before you let it fall.

Learn this bit of advice, too, which comes from the greatest writer of dramas the world has produced, William Shakespeare:

> Speak the speech, I pray you, as I pronounce it to you, trippingly on the tongue; but if you mouth it, as many of our players do, I had as lief the town crier spoke my lines.

In writing, you have been advised to remember your reader. **In speaking or reciting, remember your hearer.**

You have certainly sat in an audience many times and listened to some one who mumbled his words in such a way as not to be heard. How did you feel about it? Perhaps you have even heard some one call out "Louder!" to such a speaker.

But loud speaking is not what one wants. What does Holmes advise? and Shakespeare? "Speak clearly"; "speak the speech trippingly."

EXERCISES

I

Give clearly and trippingly these troublesome expressions:

*See Exercise 63, Part One.

I am almost ready.
It doesn't matter.
You mustn't laugh.
I should have done it.
He might have done it.
It was no more than right.
I cannot believe it.

And these expressive lines:

Rollicking robin is here again.
Have you seen an apple orchard in the spring?
Ay, tear her tattered ensign down!
A man's a man for a' that.
Blow, bugle, blow, set the wild echoes flying.

II

Drill on these words also:

Goodness, kindness, frankness.
First, last, best, most, least, just.
What, when, where, which.
Proudest, greatest, largest, fiercest.
Midst, swiftly, softly, respectful.
Government, moment, torment, garment.
Sphere, attack, drowned, towards, extraordinary.
Usually, finally, believe.
Window, widow, swallow, hollow, willow.

A WORD MORE

Keep your head erect. Face your audience. Speak clearly; give your words trippingly. Voice your thoughts so that your hearers can hear you.

41

REVIEW

Punctuate properly the following sentences, and give a reason for each mark that you use:

1. The boys decided to celebrate the Fourth of July with a parade fireworks speeches and patriotic songs
2. Hurrah they cried we ll have a jolly time Come on boys let 's make merry
3. Down the street they went singing jumping and shouting
4. They gathered drums fifes bugles and other instruments to make music
5. Tom the piper's son was made band-master
6. Henry the biggest boy of all was chosen as marshal of the day
7. Dick the boy with the big voice was selected to give the oration and Harry the red-haired youngster was to set off the fireworks
8. Oh a rousing celebration it was to be Have you any doubt about it
9. Why not get up a circus asked Ned we could have a merry time
10. Let me play the clown said Peter
11. All right agreed the boys you ll make a funny one
12. I ll be the ring-master said John Step lively now
13. Let me be the monkey said Dick
14. Good good exclaimed the boys
15. Who will sell tickets asked Harry

LIFE IN THE CITY

42

SEEING THE CITY

Do you live in the city? If not, you have perhaps visited some city. In either case, you have something interesting to tell of your experiences there.

ORAL EXERCISE

Let these topics help you to call up one of the interesting sights of the city. Be ready to describe one of the city pictures suggested by one of the topics:

1. At the Station.
2. A Busy Corner.
3. The Newsboy.
4. The Street-cars.
5. A Glimpse of the Fire Department.
6. The Police Patrol.
7. At the Theater.
8. A Business Building.
9. In a Hotel Lobby.
10. The Sight-seeing Car.
11. Delivery Boys.
12. In a Department Store.
13. An Attractive Corner in the Park.
14. A Public Playground.
15. The Mail Carrier.
16. A Mansion.

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THE TALLEST SKYSCRAPER: WOOLWORTH BUILDING, NEW YORK

17. The Market.
18. The Public Library.
19. The City Hall.

Play that you are the "man with the megaphone" on a sight-seeing car or automobile. Let each pupil take the part for a time and introduce the class to some of the various sights of the city. Or imagine you are taking a tourist or stranger about the city,—what is the place of greatest attraction you would show him? Describe the place.

43

EXCITING EXPERIENCES IN THE CITY

What is the most exciting experience you have had in the city? If you have never experienced city excitement, tell of some exciting adventure elsewhere suggested by these topics:

1. A Bad Blaze.
2. Police Troubles.
3. An Explosion.
4. A Daring Fireman.
5. An Accident.
6. A Newsboy's Troubles.
7. A Funny Mishap.
8. An Animal Accident.
9. An Exciting Chase.
10. Automobile Troubles.
11. A Runaway.
12. Dangerous Work.
13. A Daring Act.
14. How the Boy Was Saved.
15. A Dangerous Moment.

Select any one of these topics or some similar topic and give your classmates a "moving picture" in words.

44

AUTHOR STUDY

A THRILLING PICTURE

This story of city life will show you one good way to relate your experience. Notice how clear the story is, how it holds one, how it moves. The words are choice — and there is not a waste word in it. Jacob Riis was for many years a newspaper reporter in New York. He learned how to tell of city excitement very effectively. You will enjoy reading his book, *The Making of an American.* This is his story:

HOW JOHN BURNS, FIREMAN, SAVED A BOY

Thirteen years have passed since, but it is all to me as if it had happened yesterday,— the clanging of the fire bells, the hoarse shouts of the firemen, the wild rush and terror of the streets; then the great hush that fell upon the crowd; the sea of upturned faces with the fire-glow upon it; and up there, against the background of black smoke that poured from roof and attic, the boy clinging to the narrow ledge, so far up that it seemed humanly impossible that help could ever come.

But even then it was coming. Up from the street, while the crew of the truck company were laboring with the heavy extension ladder that at its longest stretch was many feet too short, crept four men upon long, slender poles with cross-bars, iron-hooked at the end. Standing in one window, they reached up and thrust the hook through the next one above, then mounted a story higher. Straight up the wall they crept, looking like human flies on the ceiling, and clinging as close, never resting, reaching one recess only to set out for the next; nearer and

nearer in the race for life, until but a single span separated the foremost from the boy. And now the iron hook fell at his feet, and the fireman stood upon the step with the rescued lad in his arms, just as the pent-up flame burst lurid from the attic window, reaching with impotent fury for its prey. The next moment they were safe upon the great ladder waiting to receive them below.

Then such a shout went up! Men fell on each other's necks and cried and laughed at once. Strangers slapped one another on the back with glistening faces, shook hands, and behaved generally like men gone suddenly mad. Women wept in the street. The driver of a car stalled in the crowd, who had stood through it all speechless, clutching the reins, whipped his horses into a gallop and drove away, yelling like a Comanche to relieve his feelings. The boy and his rescuer were carried across the street without anyone knowing how. Policemen forgot their dignity and shouted with the rest. Fire, peril, and loss were alike forgotten in the one touch of nature that makes the whole world kin.

Fireman John Burns was made captain of his crew and the Bennett medal was pinned on his coat next parade day.— *From "Heroes Who Fight Fire,"* by *Jacob A. Riis; "The Century," February, 1898.*

1. When have you ever heard the "clanging of the firebells"? the "hoarse shouts of the firemen"?

2. What picture comes to you as you read these expressions: "the wild rush and terror of the streets"; "the sea of upturned faces with the fire-glow upon it"?

3. How do firemen scale a wall? Where have you seen them do it?

4. What is meant by "the one touch of nature that makes the whole world kin"?

5. What does the third paragraph suggest of human hearts?

6. How many paragraphs in the story? What is the picture given by each?

45

YOUNG CITIZENS

The city is our community home. Every citizen should do his best to make that home both wholesome and attractive.

What can boys and girls do to help make their city clean, peaceful, and beautiful?

Think over the following subjects and be ready to discuss them with your classmates:

1. Boys and girls that make good neighbors.
2. Helping the policeman to help us.
3. Checking loss through fires.
4. Keeping the streets and yards clean.
5. Playing fair in the parks and playground.
6. "Safety first" rules for boys and girls.
7. True kindness to the sick and to the poor.
8. Saving money by stopping waste.
9. Preventing the spread of disease.

Form a Young Citizens' Club to discuss subjects like those just given. Work out a set of rules to guide the members of the Club.

After discussing such a club with your classmates, let each one write a good rule. Read all the rules and choose ten of the best to print on a card and hang in your room. For illustration:

I shall play to win; but I promise to play fair.

I shall watch the alleys and back yards to help keep them clean.

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THE GHETTO, NEW YORK

46

ACTION WORDS

From the story, "How John Burns, Fireman, Saved a Boy," write in a list twenty words that express some action; as, **clanging, fell, upturned, clinging.**

What is the effect of such words in a story?

Read the following news item carefully. What words in it are full of life and action?

A NARROW ESCAPE

Five boys, coasting down the steep hill on South Third Street last night about seven o'clock, had a narrow escape from being crushed by a street car. Only the cool head of the boy at the steering gear saved the lads from death. Seeing the danger, he turned the schooner sharply into the curbing. The big sled was overturned and the boys were flung across the sidewalk; but luckily none of them was seriously injured.

VERBS

Action words in a sentence are **verbs.** Such words as **jumped, run, dashed,** are verbs.

A verb is a word used to tell or assert something about some person or thing; as, They **reached** up and **thrust** the hook through the next one above, then **mounted** a story higher.

Most verbs express action. Some, however, do not; as, He **is** a brave man. She **seems** a faithful girl. I **have** a ball.

Sometimes the verb consists of more than one word; as, **was overturned, were flung.**

EXERCISES

I

Select and write in a list all the verbs in the following sentences. Tell which express action and which do not:

1. A large crowd stood at the corner.
2. They seemed excited over something.
3. The building was on fire.
4. The firemen dashed up to the burning building.
5. They stretched ropes in front of the crowd.
6. "Stand back!" cried the chief.
7. Soon streams of water were pouring into the flames.
8. The fire hissed and roared.
9. Several firemen were burned, but none were killed.
10. The fire was finally extinguished, and the crowd dispersed.

Choose three or more action verbs to fill each of the following blanks:

1. The fire department —— along the street.
2. The train —— by us.
3. When the man was safe, the crowd —— for joy.
4. The wagons —— over the pavement.
5. The newsboys —— about trying to sell their papers.
6. The people —— and —— one another in their efforts to get through the crowd.
7. Automobiles of all kinds —— by.
8. The shoppers —— about from counter to counter.
9. The bootblack —— lustily in his effort to get a customer.
10. A sober-faced policeman —— back and forth along his beat.

47
AUTHOR STUDY

Read the following selection. Notice how well it suggests the busy spirit of the city:

The grocers! oh the grocers! nearly closed, with perhaps two shutters down, or one; but through those gaps such glimpses! It was not alone that the scales descending on the counter made a merry sound, or that the twine and roller parted company so briskly, or that the canisters were rattled up and down like juggling tricks, or even that the blended scents of tea and coffee were so grateful to the nose, or even that the raisins were so plentiful and rare, the almonds so extremely white, the sticks of cinnamon so long and straight, the other spices so delicious, the candied fruits so caked and spotted with molten sugar as to make the coldest lookers-on feel faint and subsequently bilious. Nor was it that the figs were moist and pulpy, or that the French plums blushed in modest tartness from their highly decorated boxes, or that everything was good to eat and in its Christmas dress; but the customers were all so hurried and so eager in the hopeful promise of the day that they tumbled up against each other at the door, clashing their wicket baskets wildly, and left their purchases upon the counter, and came running back to fetch them, and committed hundreds of the like mistakes in the best humor possible; while the grocer and his people were so frank and fresh that the polished hearts with which they fastened their aprons behind might have been their own, worn outside for general inspection and for the Christmas daws to peck at if they chose.—*From "A Christmas Carol," by Charles Dickens.*

Make a list of ten verbs you find in this selection.

48

WORDS THAT DESCRIBE

In the foregoing sketch there are about thirty words that describe something; as, **merry, delicious.** Make a list of as many such words as you can find.

EXERCISES

I

Fill these blanks with apt expressions that describe:

The —— buildings towered above us.
It was a ——, —— crowd.
The —— cars, —— automobiles, —— wagons of all kinds, and the —— people distract one.

Words used to describe, such as **happy, tall, noisy,** are called **adjectives.**

An adjective is a word that modifies the meaning of a noun or pronoun.

II

Fill with fitting adjectives the blanks that follow:

1. A —— automobile went whizzing by.
2. A —— newsboy was shouting lustily.
3. The —— crowd was quieted by the police.
4. Up the street came the —— trucks.
5. The —— station was full of —— people.

49

WORDS THAT HELP ACTION WORDS

Read these sentences:

1. The horses jumped **quickly** to their places.
2. They dashed **madly** down the street.
3. The woman screamed **wildly** when she saw the fire.
4. The firemen **hastily** turned on the water, and soon extinguished the flames.
5. The boys ran **excitedly** when they saw the fire engine go whizzing by.

Words like **quickly, madly,** and the others in black type are often found in sentences. They are called **adverbs.** What do they **add** to the verbs, **jumped, dashed?**

An adverb is a word that modifies the meaning of a verb. It may also modify adjectives and other adverbs; as, An **extremely** large dog. He acted **very** foolishly. Most adverbs, however, modify verbs.

How do most of the adverbs given here end?

EXERCISE

Fill the following blanks with fitting adverbs:

1. The runaway horse plunged —— down the street.
2. Newsboys were dashing about ——.
3. The cars rattled ——.
4. Men, women, and children were walking —— along the sidewalk.
5. The firebells were clanging ——.

50

FORMS TO WATCH

Note these changes:

He is a **quick** fireman.
He climbed the ladder **quickly**.
It was a **wild** horse.
The horse plunged **wildly** down the street.

In these sentences, which words describe? Which tell how the action was done?

Sometimes people forget that **the word which helps the action word should usually end in "ly."**

EXERCISES

I

Choose the word you think proper and tell why:

1. The fire was burning (fierce, fiercely).
2. The automobile passed us (quick, quickly).
3. It was a (terrible, terribly) warm day.
4. The police caught the (excited, excitedly) man.
5. The train glided by (swift, swiftly).
6. We rose (rapid, rapidly) on the elevator.
7. The horses stepped (proud, proudly).
8. The street cars ran (noisily, noisy).
9. The man acted (brave, bravely).
10. It seemed a (happy, happily) crowd; they were chattering (merry, merrily).

II

Find five sentences in your reader containing a word ending in **ly**; as, **quickly.**

III

Use the following words correctly in sentences, both with and without the **ly.**

slow	fierce	neat	clear
rapid	honest	shabby	free
happy	clumsy	skillful	glad
jaunty	awkward	soft	heavy
saucy	knowing	smooth	angry

IV

A few words use the same form both as adjective and as adverb; as, It was a **fast** horse; The horse ran **fast.**

Use the words **hard, well, friendly,** both as adjectives and as adverbs.

51

REVIEW

Give with illustrations five rules for changing to the plural form nouns that are singular. Let each pupil be prepared with a noun that illustrates each rule, to dictate to his classmates.

You have learned that verbs should agree in number with their subject. Compose ten sentences in which the subject and the verb are singular; as,

The **train glides** swiftly along the track.

Then change the sentences you compose to the plural form; as,

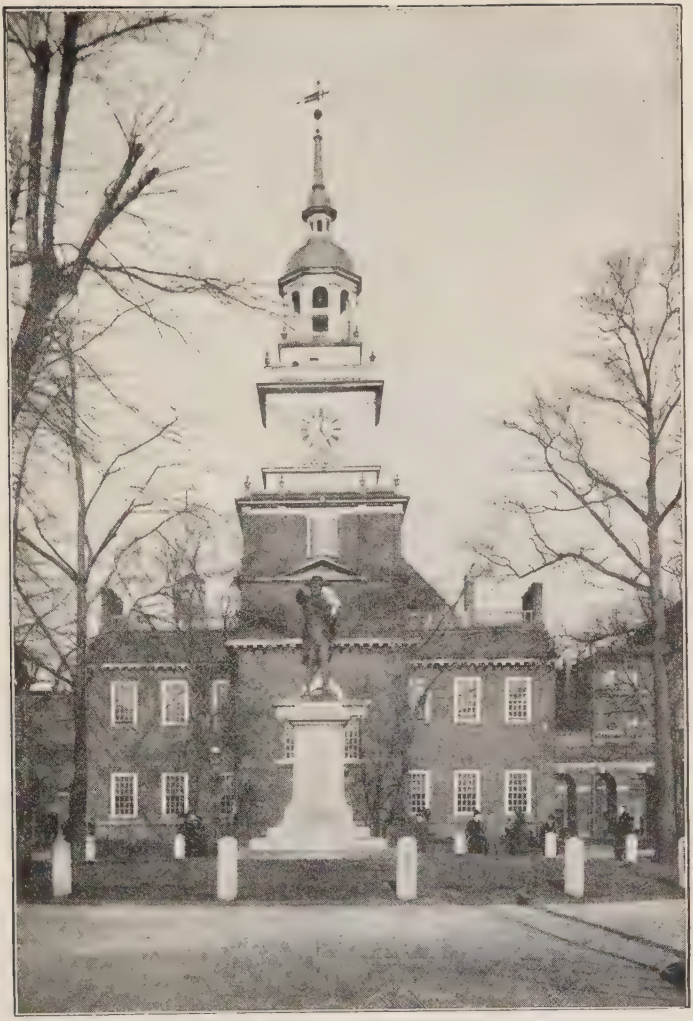
The **trains glide** swiftly along the track.

I see an old-fashioned fireplace blazing with light from the pitch-pine logs. Near it sits a dear old mother, her knitting needles flying in her fingers, and clustered about her are half a dozen boys and girls eagerly listening to the story she is telling them.

How that dear old auntie of mine could charm children with wonderful tales! Fairy tales, pioneer stories, funny yarns, history stories — she seemed to have no end of them. And she knew just how to tell them.

But of all the stories she told, the ones I remember best were those about our own American heroes. I can hear her yet tell how General Putnam followed a wolf into the cave, a torch to light his way, a rope tied to his leg so that he might give signals to the men outside, and how, when he could see the glaring eyes of the wolf, he shot it dead. And afterwards, when he heard that war had come, he unhitched his oxen, turned them loose, mounted his horse, and rode away to Bunker Hill.

She told, too, how Ethan Allen captured Ticonderoga "in the name of Jehovah and the Continental Congress"; how Elizabeth Zane risked her life to fetch the gunpowder; how Sergeant Jasper, amid a shower of bullets, replanted on the breastworks the flag that had been shot down; how Nathan Hale im-



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INDEPENDENCE HALL, PHILADELPHIA

mortalized his name by saying, as he faced death, "I only regret that I have but one life to lose for my country."

I wish every boy and girl might have such an auntie, or some other good story-teller, from whom to catch the inspiration that comes from the choice stories that make our country's great history.

52

AMERICAN HERO TALES

Choose from the following titles, or from the stories already suggested, a story you know well. Write it as interestingly as you can. If you must do some more reading to get the points clear, do so; then lay the book aside and tell the story in your own way. To try to tell a story "like a book", is often to make it "bookish"; and "bookish" stories lack freshness and life. Make the story your own. See it and give it so others will like to read or listen to it:

1. Lief the Lucky.
2. How Columbus Found America.
3. John Smith Among the Indians.
4. Miles Standish, the Stalwart.
5. The Pine Tree Shillings.
6. Ben Franklin, the Boy Printer.
7. Washington and His Colt.
8. Washington and Braddock.
9. Paul Revere's Ride.
10. Arnold at Saratoga.
11. Crossing the Delaware.

12. Betsy Ross and the Flag.
13. Wayne at Stony Point.
14. The Capture of André.
15. Washington at Valley Forge.
16. The Story of the Song, *The Star Spangled Banner*.
17. Perry at Lake Erie.
18. The Death of Davy Crockett.
19. Lincoln and His Books.
20. The Rising in 1776.
21. A Call to Arms.
22. The Soldier's Reprieve.
23. How Stonewall Jackson Got His Name.
24. Grant and Lee at Appomattox.
25. Lieutenant Hobson and Admiral Cervera.

53

HERO TALES IN VERSE

What story comes to you as you read these titles?

1. *Columbus*—Joaquin Miller.
2. *Paul Revere's Ride*—Longfellow.
3. *Nathan Hale*—Francis Finch.
4. *The Rising in 1776*—T. B. Read.
5. *A Call to Arms*—Patrick Henry.

54

A PATRIOTIC PROGRAM

Perhaps it can be arranged for you to study in your reading class one or more of the poems just given. If so, you might make a patriotic program for Lincoln's or Washington's Birthday, reading some of

your best stories, and reciting several poems, and singing songs of our country.

55

A PATRIOTIC POEM

During our American war for independence the incidents represented by the following poem occurred. The Continental Congress, assembled in Philadelphia, was deciding the great question whether the American colonies should declare themselves free from England, which was oppressing them with unjust laws and denying them their rights as English freemen.

Very naturally the people were excited and full of anxiety as to the outcome.

The old bellman, evidently sure of what would occur, had taken his post in the tower of the old Independence Hall, within which the Congress was assembled. He stood ready to set the great bell clanging the moment his little grandson, stationed below, should give the signal that the Declaration was adopted.

Sometime you may have the privilege of seeing the old bell, that "rang out our independence"; and you may visit Independence Hall, the scene of this momentous event in our country's story.

Read aloud this poem. Try to catch and give the spirit of patriotism that thrills every line of it.

INDEPENDENCE BELL

There was tumult in the city,
In the quaint old Quaker town,
And the streets were rife with people,
Pacing restless up and down,—
People gathering at corners,
Where they whispered each to each,
And the sweat stood on their temples
With the earnestness of speech.

"Will they do it?" "Dare they do it?"
"Who is speaking?" "What's the news?"
"What of Adams?" "What of Sherman?"
"Oh, God grant they won't refuse!"
"Make some way there!" "Let me nearer!"
"I am stifling!" "Stifle then!
When a nation's life's at hazard,
We've no time to think of men!"

So they beat against the portal,
Man and woman, maid and child;
And the July sun in heaven
On the scene looked down and smiled;
The same sun that saw the Spartan
Shed his patriot blood in vain,
Now beheld the soul of freedom,
All unconquered, rise again.

See! see! the dense crowd quivers
Through all its lengthy line,
As the boy beside the portal
Looks forth to give the sign.

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LIBERTY BELL, INDEPENDENCE HALL, PHILADELPHIA

With his small hands upward lifted,
Breezes dallying with his hair,
Hark! with deep, clear intonation,
Breaks his young voice on the air.

Hushed the people's swelling murmur;
List, the boy's exultant cry!
"Ring!" he shouts; "Ring, Grandpa,
Ring, oh, ring for Liberty!"
And straightway at the signal
The old bellman lifts his hand
And sends the good news, making
Iron music through the land.

How they shouted! What rejoicing!
How the old bell shook the air
Till the clang of freedom ruffled
The calmly gliding Delaware!
How the bonfires and the torches
Lighted up the night's repose,
And from the flames like fabled Phœnix
Our glorious Liberty arose!

That old bell now is silent,
And hushed its iron tongue;
But the spirit it awakened
Still lives—forever young.
And when we greet the sunlight
On the Fourth of each July,
We'll ne'er forget the bellman
Who, 'twixt the earth and sky,
Rang out *Our Independence,*
Which, please God, *shall never die.*

—*Anonymous.*

1. What is meant by "quaint old Quaker town"?
2. Who were Adams and Sherman?
3. What other men played a prominent part in making the Declaration of Independence?
4. Who wrote most of it?
5. What else do you know of the story suggested by the poem?
6. What did John Hancock say when he signed the Declaration?
7. What remark did Benjamin Franklin make, when some one said that they "must all hang together"?
8. What do you know of Liberty Bell and Independence Hall?
9. Read the Declaration.
10. Memorize the last stanza, or another stanza you like, of the poem just given.

56

REVIEW

Explain why each mark of punctuation is used in the second stanza of *Independence Bell.* Learn the stanza and write it from memory with all the marks properly used.

57

WORDS USED FOR NOUNS

Read this sentence:

Putnam tied a rope around **Putnam's** leg and told the men to pull **Putnam** up when **Putnam** gave the signal.

Our language would grow rather tiresome if we had to use names over and over and over. But we do not. There are certain little words that take the place of the names.

The above sentence may be written:

Putnam tied a rope around his leg and told the men to pull him up when he gave the signal.

This reads much more smoothly.

Words like **he, him, his, we, us, ours, I, me, my,** are called pronouns.

Pro means **for.** These words stand **for,** or **in place of,** nouns.

EXERCISE

Find all the pronouns you can in these sentences:

1. When the flag was shot down, Sergeant Jasper leaped upon the breastwork, caught it, and set it flying again; then he jumped back to safety.
2. Marion kept his band in the forests and the swamps.
3. They would pounce upon the British and capture them.
4. Francis Scott Key wrote *The Star Spangled Banner* when he was on the deck of the British warship; it is one of our national songs.
5. Elizabeth Zane did a daring deed: she ran to fetch the gunpowder while the Indians were firing on the fort; it was marvelous that they did not wound or kill her.

58

PRONOUNS THAT SHOW NUMBER

Look carefully at the pronouns in the following list:

I	my	me	we	our	us
he	his	him	they	their	them
she	her	her			

Which of these pronouns refer to only one person? Which refer to more than one? One must be

watchful to choose the right form of the pronoun, especially in sentences such as these:

1. Every man uncovered **his** head when the flag was raised.
2. Each woman did **her** best to help win our liberty.
3. All the soldier boys fought bravely for **their** freedom.

A pronoun should be of the same number as the name for which it stands. "Every" and "each," together with the words with which they go, are singular.

EXERCISES

I

Fill these blanks with the right forms of the pronouns, and give reasons for your choice:

1. "England expects every man to do —— duty," were the words of Lord Nelson as — · went into battle.
2. All right-thinking people love —— country.
3. Many a brave man has given —— life for —— country.
4. What can a boy do best to show —— love for —— country?
5. Each soldier did —— best to win.
6. No person can afford to sacrifice —— honor.
7. A person can live as well as die for —— country.
8. Nathan Hale said that —— regretted that —— had only one life to give for —— country.
9. All men and women should love —— country's flag.
10. Each pupil should do —— best.
11. Some people seem to think only of — · selves.

II

Make five sentences using **every**; five using **each**, five using **all**. Use pronouns correctly in the sentences.

59

OTHER TROUBLESOME SENTENCES

Read these sentences aloud:

1. Mary and I went to the play.
2. The man spoke to Mary and me.
3. We boys had a jolly time.
4. Did you see us boys romping in the snow?
5. Henry and I are reading historical tales.
6. The stories are very interesting to us boys.
7. Martha went with us girls to see Independence Bell.
8. Father gave the book to Henry and me.
9. We children had a merry romp yesterday.
10. Will and I are reading the *Boy's Life of Lincoln*, by Nicolay.

Which words in the above sentences are **pronouns?**

Observe that the form of the pronoun changes as the sentence changes. One must not forget to make these changes.

EXERCISES

I

Make five such sentences using **I, we, she, he, they.** Then change so that **me, us, her, him, them,** are proper; as, Tom and I are going. Father gave a dollar to Tom and me.

One can easily test the correctness of the pronoun chosen by leaving out the noun used with the pronoun.

For example, we should smile at ourselves if we

said, "**Us** had a jolly time"; "**Me** are going." Yet, some think nothing of saying, "**Us** boys had a jolly time"; "Mary and **me** are going." Train yourself to use pronouns properly.

II

Fill the following blanks with the proper forms of the pronouns. Read the sentences aloud when you have them correctly filled:

1. Did you see —— boys?
2. Ned and —— are going.
3. —— girls have planned a party.
4. Father brought these presents for brother and ——.
5. —— and John are to take a trip to California.
6. Have you and —— worked your problems?
7. Did Harry or —— win the contest?
8. —— children had a merry time.
9. Did you see —— boys and girls playing?
10. Mother and —— are like sisters.
11. He thought that you and —— could do it.
12. —— and the hunter found the lost horses.
13. Perhaps you and —— can carry the baggage.
14. The soldier told Will and —— the story.
15. —— boys will do it for you.

60

OTHER TROUBLESOME PRONOUNS

I

Read aloud several times the following sentences:

1. Who is there? It is I.
2. It was he that did it.
3. It was she that was chosen.

4. It was I that was absent.
5. It was Ned and I that ran the race.
6. It was not they that you saw; it was we.
7. This is he of whom I spoke.

Compose other sentences like these and drill on them also.

II

THERE, THEIR

Did you see **their** hats? I hung them **there.**

Their books are in the hall; you should find **their** hats **there,** too.

What differences do you observe in the use of **their** and **there?** Find ten sentences in which **their** is used; then ten in which **there** is used.

Compose five sentences using **there;** five using **their.**

III

THEM AND THOSE

The pronoun **them** is often misused for the adjective **those.** Train your tongue to avoid this fault by saying many times such expressions as these:

1. Those apples are ripe.
2. Those cherries are sweet.
3. Those boys talk properly.
4. Those girls speak clearly.
5. Those clouds look stormy.
6. Those mountains are craggy.
7. Those fields look thrifty.
8. Those horses are sleek.
9. Those hogs are fat.
10. Those children seem happy.

PHOTOGRAPH BY JOHN KABEL

FUN ON THE SCHOOL PLAYGROUND

SCHOOL DAYS AND SCHOOLMATES

61

Listen while your teacher reads this poem to you:

IN SCHOOL DAYS

Still sits the schoolhouse by the road,
A ragged beggar sunning;
Around it still the sumachs grow,
And blackberry vines are running.

Within, the master's desk is seen,
Deep scarred by raps official;
The warping floor, the battered seats,
The jack-knife's carved initial;

The charcoal frescoes on its wall,
Its door's worn sill, betraying
The feet that, creeping slow to school,
Went storming out to playing!

Long years ago a winter sun
Shone over it at setting;
Lit up its western window-panes,
And low eaves' icy fretting.

It touched the tangled golden curls,
And brown eyes full of grieving,
Of one who still her steps delayed
When all the school were leaving.

For near her stood the little boy,
  Her childish favor singled,
His cap pulled low upon a face
  Where pride and shame were mingled.

Pushing with restless feet the snow
  To right and left, he lingered;—
As restlessly her tiny hands
  The blue-checked apron fingered.

He saw her lift her eyes; he felt
  The soft hand's light caressing,
And heard the tremble of her voice
  As if a fault confessing.

"I'm sorry that I spelt the word:
  I hate to go above you,
Because," — the brown eyes lower fell,—
  "Because, you see, I love you!"

Still memory to a gray-haired man
  That sweet child-face is showing.
Dear girl! the grasses on her grave
  Have forty years been growing!

He lives to learn, in life's hard school,
  How few who pass above him
Lament their triumph and his loss,
  Like her,—because they love him.

— *John Greenleaf Whittier.*

STUDY OF POEM

1. If you were called upon to illustrate the poem with a picture, which stanza would you choose?
2. Describe the picture you would try to draw or paint.
3. Why does the poet call the schoolhouse "a ragged beggar sunning"?

4. What is meant by "sumachs"? "deep scarred by raps official"? "charcoal frescoes"? "low eaves' icy fretting"? "her childish favor singled"?

5. According to the last stanza, what truth does Whittier desire to impress?

62

SCHOOLBOY MEMORIES

1. What picturesque schoolhouse do you know best? Describe it for your classmates.

2. Ask your parents or grandparents or some other elderly persons to tell you of their early-day schoolhouses.

3. Be ready to give some interesting description or school-day experience they tell you.

4. Recall your first day in school.

5. Write a paragraph or more telling what you remember about it.

A PIONEER SCHOOLHOUSE

II

ORAL EXERCISE

As you think of your school days, what are the most vivid memories that come to you? Let the following suggestions help you to call up something interesting. Be ready to tell of it:

1. A Happy School Celebration.
2. The Funniest School Happening I Recall.
3. How the Teacher Got Even with the Jokers.
4. An Amusing Mishap in School.
5. Deserved Punishment.
6. A School Room Hero or Heroine.
7. The School Picnic.
8. Something that Was Not on the Program.
9. A Pleasant Surprise.
10. A Bit of School Room Excitement.
11. How a Puzzling Problem Was Mastered.
12. The Hardest Lesson I Remember.
13. Schoolboy Heroes.
14. Recess Nonsense.
15. Schoolgirls' Pranks.
16. A Dry Subject Made Interesting.
17. The Spelling Match.
18. How a School Tortoise Won the Race.
19. School Program Fun.
20. A Playground Battle.

63

SCHOOL-DAY STORIES AND SONGS

Many a noted writer has, like Whittier, written a poem or story suggestive of his happy school days. What do you know of the following books? Tell something of the story of each:

The Hoosier Schoolboy—Edward Eggleston.
Tom Brown's School Days—Arnold.

In the writings of Dickens there are several very interesting pictures of school days. Perhaps you have read in *Nicholas Nickleby* the story of Master Squeers' school, and in *David Copperfield*, the story of David's school days.

In *Tom Sawyer*, also, Mark Twain gives a delightfully amusing school story.

Read the story of Tom's love affair.

What other sketches or poems or stories about school days have you read?

What are your favorite school songs and poems?

64

A PROGRAM OF SCHOOL STORIES

Let each pupil write the most charming incident of school days that the foregoing exercises bring to mind.

Plan your stories carefully.
Remember the suggestions in sections 6 to 11.
Choose an inviting title.
Begin briskly.
Keep the story moving.
Give it life.

A touch of illustration will add to the attractiveness.

Read the best of these stories as a part of a special program given in honor of parents and others.

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BUFFALO ON THE PLAINS

65

CLEVER CHIPMUNKS

It happened in a cabin out West. Two chipmunks—bright-eyed little fellows—popped into the room through the logs, and began to frisk about.

I lowered my book to watch them. They stopped short to inquire what I meant; then, as I made no further move to molest them, away they went, following their tiny noses to find something good to eat. Suddenly they discovered a box half full of grain. With a delighted "chip! chip!" they frisked into it and began merrily to stuff their cheeks.

"Oho," I thought, as I noticed a loose board on the box; "that's a fine trap in which to catch those young mischiefs." In a spirit of fun, I stole towards the box; then quick as a wink, I slipped the board over the opening.

They scrambled and scratched about their prison, chittering excitedly. It was of no use. I had them securely. That is, I thought I had; but how really to get them into my hands, was the next question. I studied a while before I decided to slip back the board and catch them as they scrambled out. The streak of light had hardly struck the grain before a streak of chipmunks shot up my arm and out of the room.

I can only imagine how foolish I must have looked as I stood there listening to the young rascals outside tittering to each other—laughing at me, I imagined. They

surely were laying plans to have some more fun at my expense.

"Well, you won't dare to steal wheat any more to-day," I thought as I sat down. But I was mistaken; for I was scarcely settled till there they were again, peeping through the chinks. In they slipped, watching me closely; and then, seeing that I kept still, they scurried towards the box. When they had reached the top of it, one of them stopped to watch me; the other dived down into the grain to continue his feast.

I waited a moment, then in fun, I moved towards them.

"Chit-chit-chit!" came the sentinel's excited warning, and out of the room they flashed. There they stayed till I was quiet again, then in they came to repeat their clever little game.

Again and again I made the move to trap them, but at my least motion, the little guard would sound his quick alarm and away they would skip to safety. I really feel that they enjoyed the fun of it all quite as much as they did the feast. It certainly was rare fun for me to play with the knowing little creatures.

1. What experiences with wild animals come to you as you read this story?
2. What clever thing have you ever watched any wild animal do?

66

EXPERIENCES WITH WILD ANIMALS

Be prepared to talk about any of these topics:

1. Wild Animals I Know Best.
2. Clever Tricks Wild Animals Play.
3. A Hunting Experience.
4. Trapping Wild Animals.

5. How a Wild Animal Got His Dinner.
6. Wild Animal Dens.
7. A Dangerous Moment with a Wild Animal.
8. The Tale the Tracks Told.
9. Wild Animals in Captivity.
10. Wild Animals I Have Met.
11. How the Animal That Was Trapped Got Away.
12. Cruelty to a Wild Animal.

If you have no experience of your own to give, take one you have heard your parents, or others, tell; or, failing in this, you may read one from a book. But tell your own first.

67

WRITTEN EXERCISE

After telling your animal tales, choose one or more of the best of them and write the story. Join your class in making a book of animal stories. Give the book some inviting title; as, Ways of Woodfolk, Furry Friends, Animal Anecdotes.

Try to tell your stories truly, vividly. Give each an inviting title.

68

ANIMAL TALES

ORAL STORY TELLING

You will find the following books full of delightful tales of the doings of animals. You have read stories from them and other animal books. Be prepared to tell one such tale to your classmates:

Wild Animals I Have Known, Seton.
Lives of the Hunted, Seton.
Squirrels and Other Furbearers, Burroughs.
A Watcher in the Woods, Sharp.
Fables, Æsop.
The Jungle Books, Kipling.
Uncle Remus Stories, Harris.

Some of these tales are partly imaginative, but they are true to the spirit of the animals pictured.

69

CREATING ANIMAL STORIES

I

Take any one of the following suggestive titles. Write a story of your own about it.

1. How Bruin Lost His Toe.
2. The Way Mr. Fox Was Tricked.
3. How the Squirrel Lost His Acorns.
4. Mr. Coon's Story of the Hunt.
5. Dodging Dogs, by Master Bunny.
6. Coyote Cleverness.
7. The Battle in the Brush.
8. How the Partridge Escaped.
9. Playing Possum.
10. What the Monkey Told about the Boys.

II

A BOOK OF FABLES

Let each pupil write a fable about some animal.

Choose some proverb to illustrate with the fable; as, "Don't count your chickens before they are

hatched"; "A stitch in time saves nine"; "A bird in the hand is worth two in the bush."

Make your story give point to the moral you choose.

The best stories may be read to others.

III

HOW THINGS CAME TO BE

Try to write a story somewhat after the style of the Uncle Remus tales; or write, if you wish, a tale such as an Indian story-teller might tell around the wigwam fire.

Your stories may explain such things as —

1. How the bear got his short tail.
2. Why the porcupine was given his quills.
3. How Mr. Partridge learned to drum.
4. How the giraffe got his long neck.
5. How the magpie became a scold.

There are hundreds of interesting things to create stories about.

70

REVIEW

I

PARAGRAPHS

1. How many paragraphs in the story of *Clever Chipmunks?*

2. What is the chief thing told of in each paragraph?

II

PARTS OF SPEECH

Find in the story —

a. Ten nouns, or names.
b. Ten verbs, or action words.
c. Ten adjectives, or words that describe.
d. Five adverbs that end in **ly**.
e. Ten pronouns, or words that take the place of nouns.

III

SUBJECTS AND PREDICATES

Copy the following sentences, dividing with a vertical line the subjects from the predicates. Underline the verbs in each sentence.

1. It happened in a cabin out west.
2. They scrambled and scratched about their prison.
3. The rank swamp grass concealed the snug nest.
4. A blue jay and a red squirrel were loudly berating each other.
5. A yellow warbler caught a butterfly.
6. Rag felt he knew what he was about.
7. Molly's fierce blows began to tell.
8. The loathsome reptile let go the little one's ear.
9. Rag wriggled out and into the underbrush.
10. His ear was much torn.

71

WORD PICTURES OF ANIMALS

In telling your stories, you will find it necessary at times to picture the animal you are talking about. Try to do so clearly. Make your readers see it.

EXERCISES

I

Write three words that suggest —

1. How a coyote moves through the sagebrush.
2. How a rabbit runs.
3. How a mouse comes into the room.
4. How a deer goes through the woods.
5. How a squirrel climbs a tree.
6. The walk of a bear.
7. The actions of a fox.
8. How the coon moves about.
9. The actions of a turtle.
10. The movements of an alligator.
11. The movements of a snake.

II

What animal comes to your mind as you read each of the following expressions:

1. The gray of his gliding body blends with the gray of the brush.
2. It has a comical face, yet it never smiles.
3. A tiny creature with bead-like eyes. It slips about quickly, quietly.
4. A noble animal with strong yet graceful limbs, large eyes, sometimes fiery, sometimes gentle.
5. A timid, furry creature ready to fly from its shadow, quick.
6. A sociable, but rather saucy little fellow; likes the trees.

III

AN ANIMAL GUESSING GAME

Choose some animal you know well. Describe it briefly, without suggesting too clearly what it is. Let the others of the class, by asking complete questions, discover what animal you have in mind.

For example: I am an animal about as large as a cat. My hair is short. I eat vegetable foods. I do not like to live alone, but prefer to build my home in a community.

Are you a muskrat?
No, I am not a muskrat.
Are you a rabbit?
No, I am not a rabbit.
Are you a beaver?
No, I am not a beaver.
Are you a prairie dog?
Yes, I am a prairie dog.

72

SOME USEFUL LITTLE WORDS

Note the black-type words in these sentences:

I noticed a loose board **on** the box.
I slipped the board **over** the opening.
A streak of chipmunks shot **up** my arm.
They scurried **toward** the box.
The other dived **into** the grain.

Of what use are these little words in the sentences? Such words are called **prepositions.** They suggest the relation of one thing to another. We might

almost say they show the **position** of one thing in relation to another.

To see what this means, take your book and pencil. Change the **position** of the pencil as these directions change:

Hold it **above** the book, **below, near, beside, in, with, from, on, under.**

Move it **across** the book.

Drop it **off** the book.

Point it **toward** the book.

Place it **between** the leaves of the book.

EXERCISE

Find in your readers ten different **prepositions.** Copy them, along with the words just before and after them.

73

PREPOSITIONS TO WATCH

I

BETWEEN, AMONG

Study their proper use in these sentences:

1. The two boys carried the bucket **between** them.
2. The game was divided **among** the three hunters.
3. The fox ran **between** the fence and the stream till he came to the woods, where we lost sight of him **among** the trees.
4. The house stood **among** the trees. It was **between** the road and the creek.

Between is proper when two things are spoken of; **among,** when more than two.

II

IN, INTO

These forms sometimes give trouble. **In** is often incorrectly used instead of **into**. Study these sentences:

1. He jumped into the water.
2. The bear ran back into his cave.
3. We saw the fishes in the water.
4. There were three little foxes in the hole.
5. Long, bloody rips were torn in the snake's armor.

Find five sentences that contain the word **in** correctly used; five in which **into** is correctly used. What is the proper use of these words?

III

Fill these blanks with the proper prepositions:

1. The house stood —— the trees.
2. The bear was shot —— the eyes.
3. The squirrel ran —— his hole.
4. The wolf was —— the cave.
5. The boys ran —— the house.
6. —— the sagebrush we found a bird's nest.
7. Did you find him —— home?
8. I told you to go —— the house.
9. The fox disappeared —— the rocks.
10. Were you —— the woods yesterday?

74

REVIEW

I

NEEDLESS WORDS

1. What progress are you making against the "and" habit?

2. What other expressions than "and" are often needlessly used? Read aloud these sentences:

This rabbit has a white foot.

Have you any traps for catching wild animals?

Make other such sentences and exercises to help you overcome the "this here" and "have got" habits.

II

By reading the following and similar sentences train your tongue to avoid unnecessary prepositions:

He jumped off the house.	He sprang from his horse.
His hat blew off his head.	Tom tumbled off the bed.
I leaped from the bank.	Where are you going?

III

TO, TOO, TWO

Read the following expressions. Observe carefully how each of the words in black type is used:

He went **to** the house. He ate **too** much pie. He saw **two** men.

The word **to** is a preposition. Why? The word **too** is an adverb, because it modifies the adjective **much.** The word **two** is an adjective. Why?

Fill each of the following blanks with **to, too,** or **two,** giving reasons for your choice:

1. He went —— the city.
2. There are —— soldiers.
3. The lessons were —— hard.
4. We saw —— deer in the park.
5. The boys are —— lazy to succeed.
6. I went —— the circus.

Make three sentences using to correctly, three using too, and three using two.

75

AUTHOR STUDY

I

Father, thy hand
Hath reared these venerable columns; thou
Didst weave this verdant roof. Thou didst look down
Upon the naked earth, and forthwith, rose
All these fair ranks of trees. They, in thy sun,
Budded, and shook their green leaves in thy breeze,
And shot toward heaven. The century-living crow,
Whose birth was in their tops, grew old and died
Among their branches, till, at last, they stood,
As now they stand, massy, and tall, and dark,
Fit shrine for humble worshipper to hold
Communion with his Maker.

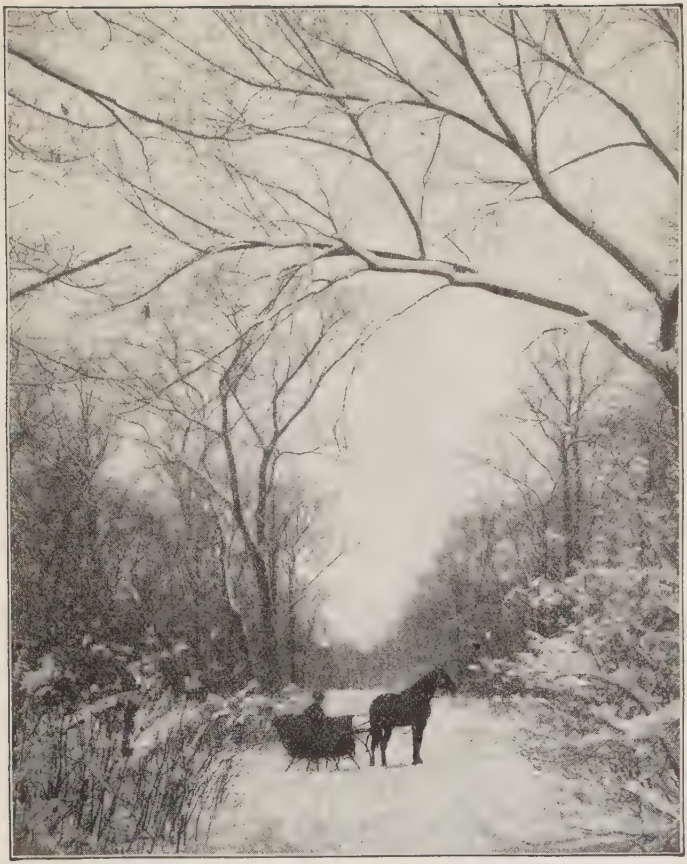
—*From "A Forest Hymn," by William Cullen Bryant.*

1. What general picture has the poet in mind?
2. Where have you seen such a picture in nature?
3. What is meant by "venerable columns," "verdant roof," "century-living crow," "fit shrine for humble worshipper to hold commmunion with his Maker"?
4. What is the most impressive woodland picture you have seen?

II

OUR FRIENDS, THE TREES

What should we do without them — the patient, the stately, the beautiful trees, that grow and spread over plain and hill, from icy North to frozen South, giving to



A ROAD THROUGH THE FOREST

a barren earth its shade, clothing it in a garment of rich and lasting stuff, changing it from desert to woodland, with its streams and songs and flowers and fruits, offering food and shelter to all living creatures, bringing to mankind a wealth untold? What could we do without our friends, the trees?— *Anonymous.*

1. What can you say in answer to the author's question?
2. Name several things that the trees give to you?
3. What have you done to show your gratitude to the trees?
4. What might you do?

76

FOREST FUN

Let these suggestions call to your mind some jolly fun or adventures you have had among the trees, and be ready to tell your classmates of it:

1. Going a-Nutting.
2. Nests among the Leaves.
3. Felling a Tree.
4. Hauling Wood.
5. Tenting among the Trees.
6. The Old Apple Tree.
7. In the Park.
8. Squirrels and Acorns.
9. At the Saw Mill.
10. Forest Fires.
11. Wild Life in the Woods.
12. Gathering Fruits.
13. A Tree Mishap.
14. The Swing in the Orchard.

When you have thought of some interesting story — of some play with a woodland setting — write the story as charmingly as you can.

77

USEFUL TREES

1. What are some of the things that trees give us?

2. Make a list of all the tree products you can call to mind.

3. Write one of the stories of these products. Take some interesting process and describe it clearly and entertainingly for your reader.

Take one of the following topics or choose another:

1. From Tree to Furniture.
2. Making Paper from Wood.
3. Story the Wagon Wheel Told.
4. The Apple Orchard Story.
5. From Peach Blossoms to Peaches and Cream.
6. A Rare Piece of Wood.
7. Turpentine Tales.
8. Cord Wood for the Smelters.
9. Story of the Ship Mast.
10. How the Dates Grew.
11. The Cocoanut.
12. Rubber Trees.
13. What the Cork Told.
14. Cedar and Pitch Pine.
15. The Christmas Tree Tale.

78

WORD PICTURES OF TREES

Many an artist has taken the tree as the subject for his painting. There are most beautiful tree pictures on canvas. But more beautiful than these

are the real tree scenes in nature. Have you never paused to admire a tree — an apple tree in all its blossom glory, or laden with globes of red or gold? Have you never seen a lone pine "clasping a crag with crooked hands," or a white-shafted, quaking aspen with trembling leaves, or a lordly elm, a sturdy oak, a queenly maple aflame with color, or a sweet magnolia? Trees are truly beautiful when one takes time to see them with the "inward eye."

Think of some beautiful tree you know and try to paint a word picture of it. Describe the tree, tell of its form, its leaves, the blossoms, if it has them; the tree in summer, in autumn, in winter; suggest, too, the fun or the gifts it offers.

79

TREE STORIES

Have you ever read these charming old tales?

The Miraculous Pitcher, by Nathaniel Hawthorne.

Old Pipes and the Dryad, in *Fanciful Tales,* by Frank R. Stockton.

Why the Poplar Tree Holds Its Arms Up, in Cook's *Nature Myths.*

The Discontented Fir Tree, by Hans Christian Andersen.

Be ready to tell any one of these stories or another good tree story you may know.

80

POEMS OF TREES

These are some of the beautiful poems about trees:

The Tree, by Björstjerne Björnson.

Apple Blossoms, by William Martin.

Woodman, Spare that Tree, by George P. Morris.

The Planting of the Apple Tree, by William Cullen Bryant.

Find any of these; learn the verse you like and be ready to recite it expressively for your class.

81

A SPRINGTIME PLAY

In "Fanciful Tales," by Frank R. Stockton, will be found the charming story called "Old Pipes and the Dryad." You will enjoy dramatizing this story for an Arbor Day or for some other school program.

Make your own speeches to fit the following outline. If you can read the story itself, you will be greatly helped in planning the play.

OLD PIPES AND THE DRYAD

Characters: Old Pipes; three children; the Dryad; mother of Pipes; the Echo Dwarf.

Act 1. Scene in the Woods; home of Old Pipes on one side of the stage. Enter Pipes from the opposite side. He seats himself on a log or a stone, and talks wearily of his hard climb from the village, where he has been to get his pay for piping the cattle, the sheep, and the goats down from the hills. Pipes does not realize that he is so old that his piping does no good. The herds cannot hear his feeble notes. But the people, out of pity for the old man, still pay him, while they hire three children to bring the herds down.

Enter the children, two boys and a girl. Old Pipes asks them to help him home. Boys take hold of his arms, girl pushes on his back. When they reach his cottage he thanks them. Boy replies that it would not have tired them, if they had not wandered so far after the cattle. The girl tries to keep the boy from telling the secret; but Old Pipes draws out the truth from them. Then he resolves to go back and return the money. The boys and the girl leave. Pipes talks to his mother, who scolds him for thinking of giving back the money.

"What is the matter with the cattle that they can't hear you?" she asks. Pipes, who is determined to return the money, leaves his mother and goes on his way. As he sits down by a tree to rest, he hears the voice of a Dryad in the tree, saying "Let me out! let me out." Pipes hunts, finds the key, and frees the Dryad. She is so happy that she kisses him twice.

Each kiss of a Dryad makes one ten years younger. Dryad asks him what she can do for him. Pipes requests her to take the money to the Chief Villager. He returns spryly to the cottage and tells his mother that he has sent the money to the village by a person he met. She gives her son another scolding and goes into the house. Pipes sits on a bench and goes to sleep. The Dryad enters, talks sympathetically about the good old man, then slips the money back into Pipes' pocket.

Act II. The same scene. Pipes, feeling so much stronger, decides to cut some wood. His mother scolds him, saying that he will make himself ill; but he goes on vigorously, remarking that he never felt better in his life. He sits down on a bench and takes up the pipes to play. His mother upbraids him, saying she would not play for nothing. "I shall play to amuse myself," he says. The

pipes sound clearer and stronger than ever. Old Pipes is surprised. The cattle hear the sound of the pipes. The villagers are astonished to hear the piping again. The children come to see what has happened. Old Pipes tells his story of how a Dryad has kissed him and made him younger. The children run home rejoicing. Pipes feels in pocket and finds money. He is astonished and thinks it is all a dream. On going towards the village to return it, he meets the Dryad again. She tells him all.

Act III. In the woods. A lazy Echo Dwarf, who has to echo the notes of Old Pipes, comes out angry because he is disturbed by the piping and because he has to work again. Dryad comes in and meets the Dwarf. She tells him what has happened. He flies into a rage at her for thus disturbing his peace. She shames him for being so lazy and mean. He threatens to get even with her. Dryad leaves him. Old Pipes comes in hunting for the Dryad, whom he wishes to have come and make his mother younger and less irritable. The Dwarf meets him, and learns what Pipes wants. The Dwarf proposes a plan to shut the Dryad up in the tree again, for he says that only those who let a Dryad out can become younger from her kiss. Old Pipes agrees to the Dwarf's plan. The Dwarf hides when the Dryad returns. Old Pipes tells her of the plan. She asks him who has put it into his head. Old Pipes tells her. She tells Pipes that she can make his mother younger without going back into the tree; that the Dwarf is plotting to harm the Dryad. Old Pipes finds the Dwarf, drags him out of his hiding place, and shuts him up until the fall winds come, when Dryad will wish to go back into her cosy winter home. Pipes promises to let her out again the next spring.

82

ARBOR DAY

This holiday was set apart as a day on which to plant trees and shrubs and other plants which bring benefit and beauty to the earth.

The father of Arbor Day, the man who first proposed it, was J. Sterling Morton, of Nebraska. This was January 4, 1872. Later Mr. Morton was Secretary of Agriculture. In Nebraska City, Nebraska, one may see Arbor Lodge Park which this good man has given to his home city. In the park is a statue of Mr. Morton.

How best can we observe Arbor Day?

You will enjoy preparing a program for this occasion. Read your choicest stories and songs, and recite some of the tree poems and stories just named. Also play "Old Pipes and the Dryad," or some other story suitable for the occasion. Give a sketch of the life of J. Sterling Morton, and tell other things you may learn about the history of Arbor Day.

After your program, plant your trees and flowers and shrubs.

BEGINNINGS IN COMPOSITION

SUMMARY AND REVIEW

83

GENERAL SUGGESTIONS

To use language effectively, a person must — 1. Have something in mind worth saying; 2. Think and see clearly while he speaks; 3. Choose words that are expressive and correct; 4. Present his thoughts in an orderly manner; 5. Use an interesting style.

A speaker should stand erect, look into the faces of his hearers, pronounce his words properly, and enunciate them clearly. His voice should be modulated to blend with the thought. There are few things more trying to an audience than a monotonous voice.

In writing, a person should be neat, should punctuate his sentences rightly, should paragraph properly, should spell correctly. This is but courtesy to the readers. He has no right to make them waste time in puzzling out his mistakes.

84

ENRICHING THE VOCABULARY

Many of the exercises in *Live Language Lessons* have been devoted to building up a *live vocabulary* — to enriching your fund of words.

1. Give two or more words to suggest the movements of a turkey, a rooster, a horse, a cow, a cat.

2. Give five words to suggest a typical autumn day, fruits of autumn, the corn, seeds of autumn, autumn leaves.

3. Make a brief paragraph or two suggesting a crowd of children on Hallowe'en. Describe their jack-o'-lanterns, their frolics, their scares.

4. Give twenty words that would describe a Christmas tree.

5. Choose twenty words to suggest various kinds of cold days.

6. What ten words describe well the winds?

7. What ten describe well a rainy day?

8. Choose five words to describe the blacksmith, or some other workman.

9. What special Indian words do you know?

10. Give ten words suggestive of the bird songs.

11. Choose ten words to suggest the games you play.

12. What twenty words suggestive of the movements and noise of water do you know?

13. Choose twenty words that describe an exciting scene, as that occasioned by a fire.

14. Choose two words to suggest the movements of each of five different animals you know; as, a bear, a snake, a squirrel, a fox, a coyote, a deer, a mouse.

85

DRILLS FOR THE TONGUE

Practice pronouncing these words. Enunciate clearly every sound:

1. Just, can, get, forget.
2. For, or, nor, from, and, of.

3. Was, because, what.
4. Going, singing, pudding, and other "ing" forms.
5. Swept, wept, kept, crept.
6. Window, widow, fellow, yellow, mellow.
7. Kindness, goodness, frankness, promptness.
8. Little, brittle, whittle, kettle, settle.
9. When, whistle, whip, which, what.
10. Honest, finest, greatest, quickest.
11. This, that, think, then, thick, thought.
12. Farm, warm, harm, barn, are, far.
13. Horse, corn, born, or, for.
14. An apple, an apricot, an orange, an eel.
15. Oil, soil, toil, boil, boy, joy, enjoy.
16. Sleep, sleek, sleeve, sleet.
17. Slip, slid, slim, slit.

Train your tongues, too, not to run words together. Practice on such expressions as these:

Was he willing? Don't you see?
How do you do? Let me see.
Please give me that. He should have done it.
I believe him. He will go to-day.
This will do. That will do.
That one is good. That one tastes bitter.

Try pronouncing the names of people whom your classmates may not know. Let them write from your dictation, then read the results.

86

Make sure of these troublesome words also:

Reared, burst, partners, creek, hallooed, drowned, wrestle.
Sneaked, climbed, catch, naked, mischievous, across.
Grandpa, grandma, pumpkin, Thanksgiving.

Cranberry, tomato, potato, raisin, cellar, celery.
Pretty, always, jewelry, chimney, Christmas.
Overall, at all, finally, handkerchief, breakfast.
Yesterday, to-day, to-morrow.
Tuesday, Thursday, Saturday.

87

CAPITAL LETTERS AND PUNCTUATION

CAPITALS

Use a capital letter to begin—

Every sentence.
Lines of poetry.
O and I when used as words.
Direct quotations unless they are very short and do not make sentences.
All names of God and of the Bible.
Names of persons and places.
The important words in headings and titles.
Names of months and days.

PUNCTUATION

Use the period (.) after—

Sentences that tell something or give commands.
Abbreviations formed by dropping the end of a word.
Dates standing alone.

Use the question mark (?) to close the question.

Use the exclamation point (!) after sentences and words that express strong feeling.

The comma (,) is used—

To separate the name of a person or thing addressed from the rest of the sentence.

To separate words used in a series.

To separate words in apposition, the explanatory words in many quotations, and other explanatory expressions in a sentence, especially when the comma is needed to help make things clear.

Quotation marks (" ") are used—

To enclose the exact words of another, or a direct quotation.

WORD MARKS

The hyphen (-) is used—

To separate the parts of a compound word.

To show, at the end of a line, that a word has been divided. Such words should be divided between syllables.

The apostrophe (') is used—

To show contraction.

To mark the possessive case forms of nouns.

Review and **study** the foregoing rules. Make illustrations to show the proper application of each given rule in sentences and words, etc. Drill on such rules as your fingers may not yet have mastered.

88

THE PARAGRAPH

A paragraph is a sentence or a group of sentences relating to a certain topic.

1. How is the beginning of each paragraph usually shown?
2. Find a short paragraph containing three or more sentences.
3. How is conversation generally paragraphed?
4. Copy a page of properly arranged conversation.

89

FRIENDLY LETTERS

1. What kind of written composition do ordinary people use most?

2. Give two reasons why every person should be able to write an effective letter.

3. What qualities should a friendly letter possess?

Study the different parts of this letter carefully, then answer the questions that follow it:

(Heading)

Maryville, Missouri,
May 10, 1916.

(Greeting) Dear Mother,

I am sending you some carnations for Mother's Day. Pin one of them on my dear Daddy's coat and give him two big kisses for his little girl.

I am homesick to be with you; but it is best, I know, to stay here and work hard till school closes. If I do, I shall win my diploma, and then maybe you will be proud of me.

Just three weeks more! I can hardly wait.

Lovingly yours,

(Ending) Mary.

How should the headings of letters be punctuated?

What mark is proper after the greeting? What marks should be used in the ending of the letter?

Observe the margin on the left hand side of the paper. Train your fingers always to leave a margin in writing letters and other compositions.

A neatly written letter is a sign of courtesy to the receiver of it. Why?

WRITING ADDRESSES

Observe this form. Where is the name of the person placed on the envelope? Why should the address be very plainly and neatly written? On an envelope, where punctuation is not needed to make the meaning clear, commas are sometimes omitted.

Stamp

Mrs. William C. Taylor,
2256 Cottage Grove Ave.,
Chicago,
Illinois.

Draw similar rectangles on paper or on the board and practice writing the names and addresses of various people you know.

MOTHER'S DAY LETTERS

Write a letter to your mother, your grandmother, or some other friend you wish to remember. Make it cheery and newsy. Post the letter in time to reach her on Mother's Day, the second Sunday in May.

BUSINESS LETTERS

Give good reasons why a business letter should be **clear, correct, concise,** and **courteous.**

Try this exercise: Let half the class be managers of different kinds of business; as, grocers, butchers, bookdealers, railroad managers, and others; let the other half be buyers or customers. Have the pupils in each division carry on the necessary business correspondence to complete one transaction each.

Time yourselves in doing this business. Learn to write your letters correctly and quickly without recopying them.

BEGINNINGS IN GRAMMAR

REVIEW

90

A STUDY OF SENTENCES

Read the following story sketch:

A RACE WITH THE FLOOD

Everybody was out of doors that bright day in May, 1864. The Hampshire hills had never seemed more beautiful. Children were loitering along to school. Women were busy about the dooryards. Men were working in the fields. The world was at peace.

But suddenly a strange, threatening sound burst over the valley. A thrill of terror struck every heart! What can it be? Is it a tornado?

The children paused. The women stood speechless. The men stopped short in their work and looked towards the river.

"It is higher than I ever saw it," said the miller, "and it is rising every moment."

A wild shouting was heard way up the road. Then came the sound of galloping hoofs. A horseman bareheaded and tense with excitement, shot past the terrified people.

"The dam has burst! Run to the hills for your lives!"

He was out of sight almost before these words were shouted.

The panic-stricken people rush screaming up the hillsides. They are not a moment too soon; for the torrent has already reached the village. It sweeps houses, trees, animals and everything else it can pick up into its angry waters. But the men, women, and children are out of danger. Collins Graves, the brave horseman, is also safe. He has won the race with the flood.

1. How many sentences are used in this story?
2. What is the use of most of the sentences?
3. Which of the sentences ask questions?
4. How many of the sentences are followed by exclamation points? Why?

To tell a story, to write a letter, or to make any other kind of composition in language, oral or written, we use sentences. They are the blocks by which we build our paragraphs.

A sentence is a complete thought expressed in words.

KINDS OF SENTENCES

Sentences either tell or ask something. All sentences may be divided into these two classes:

The sentence that tells or declares something is called a **declarative sentence**; as, The panic-stricken people rush screaming up the hillsides.

The sentence that asks a question is called an **interrogative** sentence; as, What can it be?

The declarative sentence or the interrogative sentence is sometimes given with strong feeling; as, A thrill of terror struck every heart!

Such a sentence is said to be an **exclamatory sentence.**

When the **declarative** sentence becomes exclamatory, it is followed by an exclamation point.

How is the non-exclamatory declarative sentence punctuated? Count the periods used in the story just given. What kind of sentences do they close? What mark is used after the interrogative sentence?

Find ten such sentences in this book.

PARTS OF THE SENTENCE

Read carefully this sentence: The wildwood is full of interesting sights.

What is the thing talked about in this sentence? What is said of the wildwood?

What are the two essential parts of the sentence called?

Turn again to the story, "A Race with the Flood."

1. Give the *subject* of each sentence in the first paragraph. Give the *predicate.*
2. Make a list of the subjects of the rest of the declarative sentences in the story.

In some sentences the subject is understood; as, *Run to the hills.* This means *you* run to the hills. The subject *you* is understood.

What are the subjects of each interrogative sentence in the story?

In giving the subjects of interrogative sentences, it is best to change the form of the sentence to the declarative; as, What can it be? It can be what. The subject of this sentence is *it.*

Find ten other interrogative sentences. Change them to declarative forms and give the subjects of each.

91

THE PARTS OF SPEECH

REVIEW

During your study of the preceding lessons in this book, you have been made acquainted with the various **parts of speech.**

Every word has a certain work or part to perform in sentence building. Thus we have:

1. Words that are names of persons or things; as, The *door* is open. The *day* is warm. What are words of this kind called?

2. Words that stand for nouns; as, *It* is rising every moment. *He* is out of sight. *They* are not a moment too soon. What are such words called?

3. Words that assert something of the subject; as, The women *stood* speechless. The dam *has burst.* Such words, as you have learned, are called verbs.

4. Words that describe persons or things; as, *That bright* day; *a strange* threatening sound; *the angry* waters. What are words of this kind called?

5. Words that modify verbs, adjectives, or other adverbs; as, The flood rushed *madly* down the canyon. The children ran *wildly* up the hillside. They are not a moment *too* soon. The Hampshire hills had *never* seemed *more* beautiful. What name is given to words of this kind?

6. Words that express a relationship; as, Men were working *in* the fields. He has won the race *with* the flood. Such words are called *prepositions.*

7. Words that connect words and parts of the sentence; as, The men, women, *and* children were saved.

They are not a moment too soon; *for* the torrent has already reached the village. What are these words called?

8. Words that express strong feeling, or make an exclamation; as, "Oh!" cried the children, "we are lost!"

Words of this kind are called interjections.

All of the words we use belong to these eight *parts of speech.*

EXERCISE

I

Find in the story, "A Race with the Flood," twenty nouns, twenty verbs, ten adjectives, ten prepositions, five conjunctions, and three adverbs.

Find elsewhere in this book or in some other, five sentences, each of which contains an interjection; as, "Ring, oh, ring for liberty!"

II

Name the part of speech to which each one of the words in this paragraph belongs:

It was an ideal spring day. The air was crisp and clear and scented with the blossoms that were bursting everywhere around us. Birds were singing gayly; the brooks were dancing merrily down the hillsides. Men were at work in the fields; the boys were whistling gay tunes and the girls were laughing and playing on their road to school. Oh, how joyous and contented everyone seemed!

92

FORMS OF THE NOUN

In using nouns most of the difficulty comes in spelling correctly, particularly the forms that show number and possession.

REVIEW EXERCISES

1. Review the rules found in Sections 25 and 26 and be prepared to spell correctly the plural forms of the following nouns:

turkey	calf	church	country
woman	lady	watch	gentleman
pencil	box	loaf	buffalo
newsboy	spy	piano	tomato
radish	duty	lasso	potato
knife	tax	solo	thief

2. Review the rules in Sections 35 and 36 and be ready to use correctly in sentences both the singular possessive and the plural possessive forms of these nouns:

baby	patriot	hero	mouse	brother
man	teacher	wife	father	general
boy	playmate	child	negro	soldier
deer	friend	bird	monkey	scout
fox	pupil	girl	woman	student

3. Write sentences using correctly the possessive forms of the following nouns:

Henry	General Wood	Captain French
uncle	President Wilson	Major Rowan
Frank	Superintendent Smith	James Morgan

93

FORMS OF OTHER PARTS OF SPEECH

A Practical Suggestion: One Way to Train the Tongue. When asked how he had acquired the habit of using English correctly, a certain man once

said: "I found out my mistakes and mastered them one by one. For illustration, I had the habit of saying **hadn't ought.** I was not aware that this form was wrong until one day my teacher corrected me. Being anxious to speak properly, I began to try to overcome the mistake. This was rather difficult to do, since for years I had been using the wrong form. I was determined to master the correct form. Whenever I caught myself saying **hadn't ought,** I would give my tongue some such training as this: 'I oughtn't to do it; I shouldn't do it; I oughtn't to do it; I shouldn't do it.' I repeated the right form until the correct use was made a matter of habit."

The following sentences are given for review and practice. They illustrate the forms of the various parts of speech which are most commonly misused in everyday speech. Read the sentences carefully. Point out how errors are frequently made in such sentences; then drill on those forms that still give your tongue trouble:

94

TYPE EXERCISES FOR DRILL

PRONOUNS

1. It is I. It was she. It was they.
2. They are no better than we (she, he, they).
3. Father and I are going. He took Will and me.
4. We girls had a party. They spoke to us girls.
5. Whom will you invite (tell, call, see, ask)?

ADJECTIVES AND ADVERBS

6. Come quickly. Step quietly. Let it down easily.
7. The better, the larger, the older of the two boys.
8. Those oranges, those apples, those hats.
9. The apple looks good. He did his work well.
10. An aged man, an hour, an offer.

THE VERB

HELPING VERBS

11. May I go? May I come? May we have some cake?
12. I ought not to do it. I should not go.
13. I shall be twelve in June. We shall leave to-morrow.
14. Shall you be home? Shall you be ready?

LIE, SIT, AND RISE

15. It lies there still. He lay down to rest. She is lying on the couch. Is it 'ying on the table?
16. He sits on the porch every day. She sat among the blossoms. They sat there for hours. We were sitting on the bank.
17. Set the bread to rise. The boy rose early. Has father risen yet? A storm is rising.

TROUBLESOME VERB FORMS

I

18. I saw him yesterday. Have you seen him?
19. She did her work well. Have you done yours yet?
20. We went before sunrise. Has he gone already?
21. Mother came to-day. Has your mother come?
22. The girls sang gayly. They have sung three songs.
23. Curfew rang at nine. Has the bell rung?

24. He drank a glass of milk. Has he drunk his milk?

25. The deer swam the river. It has swum a mile.

26. I began my practice at six. Have you begun yours?

II

27. A robin flew past us. They have not all flown south.

28. The wind blew hard. It has blown fiercely all night.

29. He threw a lasso over the horse's head. Have you ever thrown a lasso?

30. I knew the boy well. How long have you known him?

31. He drew a cartoon on the board. Have you ever drawn a cartoon?

32. It grew by the stream. Hasn't he grown rapidly?

III

33. The dog bit a child. It has bitten several children.

34. I wrote to father yesterday. Have you written to him this week?

35. The tourists rode donkeys up the trail. Have you ever ridden a donkey?

36. Tom drove the team to the field. I have never driven horses.

37. The boys ate heartily. Is all of the bread eaten?

38. She broke the cup. Is the cup broken?

39. It froze hard last night. Is the fruit frozen?

40. They took a kodak picture of the scene. Have you ever taken a picture with a kodak?

41. We chose him captain. He was chosen unanimously.

42. The boys shook the apple tree. The fruit was shaken down.

IV

43. He bore the keg up the mountain. They have borne great burdens.

44. I tore my coat. My coat was torn by the briers.

45. She wore a ruby ring. Those shoes have worn well.

OTHER FORMS TO WATCH

46. The water pipe burst this morning. It has burst twice this winter.

47. They dragged the yule log home. The cold months have dragged by at last.

48. Let me go. Leave me alone.

49. He taught me reading. They taught us how to swim.

50. He brought in the dinner. He brought the horse home.

51. We climbed the mountain. The sailor climbed the mast.

PREPOSITIONS

52. The lads jumped into the cool water.

53. Divide it among the five children.

54. He is not at home. Is your mother at home?

55. This is different from yours.

56. Tom tumbled off the fence.

57. I bought the berries from a peddler.

NUMBER FORMS

58. Are you going? Were you there?

59. Isn't she home? Aren't they home? Haven't they come?

60. Doesn't she look well to-day? It doesn't seem right.

61. Mary and Susan are sisters. Tom and Will are cousins.

62. There go the boys. Here come the soldiers.

63. Every one is ready. Each has his hat.

64. The music of the birds was thrilling.

65. That sort of apples. That kind of sentences.

66. The audience was stirred. The herd was grazing.

67. "Helen's Babies" is a funny story. "Little Women" is a charming novel for young and old.

68. Three dollars is too much. Ten miles is a long way.

MISCELLANEOUS TROUBLE MAKERS

69. Have you a knife? Has he a pony? Has she a pencil?

70. I haven't any. I have none. I have never seen it.

71. He can hardly lift it. He can scarcely see it.

72. This is yours. That is his. These are ours. Those are theirs.

73. One must do one's own work. No one of them should shirk his duty.

74. I feel as if I could fly. He speaks as if he knows his subject.

75. I don't know whether he will come. I can't tell yet whether I shall go.

These seventy-five type exercises illustrate most of the mistakes made in grammar. Make these right forms your own, so that your speech will be correct.

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